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ABSTRACT

In 1988, the Kentucky General Assembly enacted the Parenting and Family Life Skills Act, KRS 158.797, which requires the teaching of parenting and family life skills to pupils in Kentucky's schools. Pursuant to this Act, the Kentucky Department of Education developed the model curriculum presented in this document as a guide for local school districts in designing their own parenting and family life skills program plan in compliance with the new state legislation. The goal of the model curriculum is to provide learning experiences and guidance relevant to the needs, concerns, interests, and aspirations that arise out of human psychosexual development. It promotes premarital abstinence through a focus on the "three r's": restraint, respect, and responsibility. Each grade-level curriculum plan, kindergarten through grade 12, is divided into six units: (1) Family Living; (2) About Me--Emotions; (3) About Me--Social; (4) About Me--Physical; (5) Interpersonal Relationships; and (6) Decision Making. Two separate chapters provide curricular plans for teaching about Acquired Immune Deficiency Syndrome (AIDS) and Sexually Transmitted Diseases, and Personal Safety and Family Violence Prevention. (TE)

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PARENTING AND FAMILY LIFE

SKILLS EDUCATION:

A MODEL CURRICULUM

*Adopted by
The Kentucky State Board for
Elementary and Secondary Education*

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PARENTING AND FAMILY LIFE SKILLS EDUCATION:
A Model Curriculum

Division of Curriculum and Staff Development
Office of Instruction
Kentucky Department of Education
Dr. John H. Brock, Superintendent of Public Instruction

Adopted by the State Board of Education on March 17, 1989
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FOREWORD

In 1988, the Kentucky General Assembly enacted The Parenting and Family Life Skills Act. This act, which is designated KRS 158.797, requires the teaching of parenting and family life skills to pupils in Kentucky's schools. It further requires the Department of Education to develop a model curriculum that local school districts can use as a guide when designing curriculum to meet the specific needs of their own pupils in accordance with the accepted standards of their own communities. Each local district plan for parenting and family life skills must be reviewed and approved by the local superintendent, the local school board, and the Department of Education.

In allowing local school districts the flexibility to develop, within general model guidelines, curricula specifically tailored to meet the needs and standards of local communities, Kentucky's law is unique. For that reason, Kentucky stands on the threshold of national leadership in the teaching of this important subject. In designing the bill to permit this flexibility, moreover, the Kentucky General Assembly was also recognizing that teachers and parents will meet the challenge of providing appropriate instruction in family life education to their students, thus enabling the students to make appropriate personal choices in their young lives. I share that confidence.

The Department of Education and I extend sincere thanks to the members of the Parenting and Family Life Skills Task Force who worked to develop the model curriculum. It was a challenging task. They approached it with outstanding dedication and commitment.

Dr. John H. Brock
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INTRODUCTION

The General Assembly of the Commonwealth of Kentucky passed "an act relating to parenting and family life skills education," which was signed by the Governor and became KRS 158.797. The statute requires age-appropriate information relating to parenting education and family life skills for students, K-12, in Kentucky public schools. Minimum hours of instruction are as follows: K-5 -- 5 hours; 6-8 -- 12 hours; and 9-12 -- 90 hours.

Local district curricula, according to the statute, shall be based on a model developed by the Department of Education and approved by the State Board of Education for use as a guide by local districts. It is expected that all schools will use this model to provide students the opportunity for exposure to the suggested content during grades K-12. This curriculum is a model, not a mandate, and it is not intended that the curriculum be used verbatim. It is recommended that school districts and their family life education advisory committees review it and make adaptations depending upon the age, maturity, and needs of their students, and the needs and standards of the local communities.

Although family life and sex education is, first and foremost, a function of the home, it may be most effectively undertaken as a cooperative and complementary effort of the home, the church, and the school. The goal is to provide learning experiences and guidance relevant to the needs, concerns, interests, and aspirations that arise out of human psychosexual development. The intent is to help young people develop attitudes, values, goals, and behaviors based on sound knowledge, and conducive to the strengthening of the family and the expression of sexuality as a positive and constructive force. Human sexuality is a significant part of each individual's personality, and its development is a process begun in childhood and extending throughout life. Family life and sex education is thus an integral part of the preparation for leading full and enriching lives. Family life educators can provide assistance to parents/guardians and reinforce their role as the primary educators of their children.

This curriculum promotes premarital abstinence as the most viable lifestyle for young people relative to sexual involvement. The curriculum is designed to allow students to examine who they are now, where they want to go with their lives, and how they can most successfully move themselves in that direction. It is important for students to acquire the skills necessary for emotional growth and maturity before making commitments to sexual relationships. This curriculum is based on the belief that affirmative family life education programs can cultivate premarital sexual abstinence as an attractive lifestyle and a positive personal choice for students. Because premarital sexual involvement is not believed to be in the best interest of young people, the curriculum promotes the "three r's": restraint, respect, and responsibility. Restraint is fostered in students through their realization that they are ethical beings and have the capacity to distinguish right from wrong, thereby choosing responsible behaviors. Self-esteem is enhanced as students continue to gain more self-respect based upon their ability to sense the difference between irresponsible and responsible behavior and to act accordingly. Self-esteem is strengthened further with the realization that because of the unique role he or she plays as a link to the next generation, life choices can positively affect the next generation.

Educators now find themselves in the position of complying with the law to the best of their understanding and ability. Since the entire curriculum contains many value-laden areas, educators must be very careful to support the teaching of the home and the community. The cooperative efforts of teachers, parents/guardians, and community members will be imperative to the successful implementation of any curriculum so pertinent to the health of future generations.

The following guidelines are offered so that parents/guardians, educators, and community members together can develop a family life education curriculum which promotes positive, responsible behavior, and which encourages open communication between students and parents/guardians.

An effective family life education curriculum should:

1. define clear principles of good health, with emphasis on what is legal, true, and in keeping with the wishes of parents/guardians
2. help students develop clear standards of right and wrong, with emphasis on standards of conduct which include restraint placed by one's self on one's actions; respect for one's self, family, community and school, as well as for other persons; and responsibility for one's body and one's decisions
3. provide a consistent framework within which harmful behaviors can be recognized and skills developed to resist negative influences
4. encourage strong family relationships, be supportive of parents/guardians, and encourage parental/guardian involvement and consultation
5. recognize established principles of adolescent sexual development
6. utilize decision-making exercises to give clear guidance and definite parameters of acceptable behavior which promote health and safety
7. provide information consistent with the facts concerning contraceptives
8. help children recognize and resist social pressures which encourage them to act in an unhealthy manner
9. respect the rights of parents/guardians to teach their children according to their religious beliefs in matters related to family life and sexuality
10. teach students not only when to say "no," but also how to say "no"

The State Department of Education also is required by KRS 158.797 to measure the effectiveness of the curriculum in each local school district, including setting reasonable goals for the reduction of reported premarital sexual activity, sexually transmitted diseases, and premarital pregnancy by the 1994-95 school year. The State Department of Education, working with local school districts and trained family life educators in those districts, will attempt to measure this curriculum's effectiveness. However, as with all instructional programs, parenting and family life skills education will be only as effective as the teachers who teach, the students who learn, and the parents/guardians who support a meaningful instructional experience.

KINDERGARTEN

I. Family Living

Concept

A. There are many kinds of families

Objectives

1. Recognize the role of families in our lives

Content

Families are important for a variety of reasons. Family members help take care of one another. Parents/guardians and children are important to one another because they give each other love, affection, and support. Families and parents/guardians also provide opportunities for us to learn and socialize.

2. Recognize different types of families

Content

Families come with a variety of members. Some families have two parents/guardians with children, some have one parent/guardian with children, others have no children. Families may have many members, such as parents/guardians, children, aunts, uncles, grandparents, or people not related but living together. Families may even live in separate households. Realizing and accepting the fact that families may be alike or different in their membership is an early step in building self-concept.

3. View groups of families as a community

Content

Families living near one another form communities. Communities help families to fulfill their functions.

Concept

B. Family members show that they care for each other

Objective

1. Discuss what members of a family may do to show they care for others within the family

Content

One of the functions of the family is to provide stability and security to its members. Caring for others within the family can be demonstrated in many ways, including showing affection, being courteous and respectful, and assisting with household chores.

Concept

C. Family members share responsibilities

Objective

1. Identify tasks which can be done to contribute to the family

Content

All family members must share in the maintenance of the household, but parents provide guidance and instruction. Working together as a family helps bring people closer and strengthens family ties.

Concept

D. Families may change in different ways

Objective

1. Understand that families change over time and that different types of events cause change

Content

Families change in different ways. Members may be added through birth, adoption, foster care, marriage or remarriage, and/or moving to share resources with relatives or friends. Families also change by losing members through moving, separation, divorce, or death.

II. About Me - Emotions

Concept

A. Feeling good about ourselves is an important emotion

Objectives

1. Identify elements which contribute to positive self-esteem

Content

Self-esteem is defined as the way we feel about ourselves. Self-esteem includes what we think of ourselves, as well as our perception of what others think of us. When we feel good about ourselves and what we are able to do, we feel strong and capable. Our bodies let us know when we feel good about ourselves and when we do not.

2. Identify ways in which our families contribute to positive self-esteem

Content

The family unit is the first social group to help us promote positive self-esteem. Family members offer children encouragement for their new efforts, such as walking, talking, and meeting new friends. They also provide praise for children's achievements and encourage them to expect success. Families help us appreciate the uniqueness of all people, and offer ways for us to understand and appreciate our own uniqueness.

Concept

B. Feelings affect our physical and emotional health

Objectives

1. Identify feelings and describe how we express these feelings

Content

Our bodies often make us feel happy, sad, or even tired. We often feel really good about ourselves on days that our bodies are full of energy. Sometimes feelings can also change the way we feel physically. For example, sometimes our bodies will feel tired when something makes us sad.

2. Distinguish between "warm fuzzies" and "cold pricklies"

Content

Many personal actions or responses from others can make us feel good about ourselves. These are called "warm fuzzies": receiving a compliment, petting a dog, or smiling. A person can also give and receive "cold pricklies," which are behaviors that may make us feel bad: yelling in a harsh voice, frowning, or losing something.

III. About Me - Social

Concept

A. Every person is an individual

Objective

1. Identify our personal importance and specialness

Content

Just by being ourselves, we each have characteristics that make us lovable, capable, and special. Everyone needs to feel that he/she is special to someone who matters.

IV. About Me - Physical

Concept

A. Girls' and boys' bodies are more alike than they are different

Objectives

1. Recognize male/female similarities and differences

Content

All boys and girls have many similarities, such as the need to sleep, eat, and drink. All persons have many similar body parts, such as a head, legs, and feet. People also have physical differences in colors of skin, hair, and eyes.

2. Identify correct terms for external body parts and place appropriately on a body picture

Content

We should be able to identify the following body parts: head, mouth, nose, eyes, ears, chest, arms, hands, legs, and feet.

Concept

- B. It is natural to be curious about our bodies and how they work

Objectives

1. Recognize that we can be proud of our bodies

Content

Even though our bodies are somewhat different in skin color, hair type, weight, and height, we all are equal. Our bodies are unique and are something of which we can be proud.

2. Realize that our bodies have many different parts, and that each part has a very specific purpose

Content

Each body part has a very specific function. Examples include the eye (sight), hand (grasping), and feet (support).

Concept

- C. There are many ways to keep our bodies safe and healthy

Objective

1. Identify different healthy behaviors that will develop and maintain good physical health and hygiene

Content

Taking good care of our bodies will ensure that we develop to our best ability. We need to exercise several times a week, eat nutritious foods, and get plenty of sleep. Developing good personal hygiene practices is important in maintaining body health.

V. Interpersonal Relationships

Concept

- A. Friends are important people

Objective

1. Distinguish between who is a friend and who is not

Content

Friends are important people in our lives. They can help us feel happy about ourselves, teach us to share, help us learn, help us make decisions, and encourage us to do what is healthy and best for us. A responsible adult who wants to be a friend to a child knows how to interact in a way that helps the child feel happy and strong. The child's feelings are important to the adult. The adult does not suggest special games that the child has to keep secret.

VI. Decision-Making

Concept

A. We learn to make decisions for ourselves

Objectives

1. Consider basic consequences of alternative decisions

Content

Making a decision involves looking at all possible alternatives. Each alternative may have good and bad consequences. As we mature, developing the ability to identify these alternatives and consequences becomes essential.

2. Decide between two alternatives

Content

There are certain steps in making a decision. We should not solve a problem by just randomly selecting a solution. Given a problem and alternative solutions, we should be able to identify and evaluate the consequences of each possible decision. Once a solution is decided upon, we should be able to act on that decision.

3. Discuss ways in which families help us learn to make decisions

Content

Families provide the first and one of the most enduring environments for learning decision-making. Families provide the boundaries for choices, set the limits on which decisions are age-appropriate, and help teach the skills needed to learn decision-making. Families also help show us the consequences of those decisions that are made.

FIRST GRADE

I. Family Living

Concept

A. Family members help one another in many different ways

Objectives

1. List five tasks which need to be done at home every day

Content

It is important for every family member to contribute to the welfare of the overall family. One way to contribute is to perform tasks or chores at home. These tasks show that we care, and they also are a form of giving which promotes emotional health. Tasks may range from picking up toys to feeding the family pet.

2. Cooperate with others to get an assigned task completed

Content

Many times, in order to complete a task, we need the assistance of others. The cooperation of others is needed at home and school. It is important for us to participate in activities which require cooperation. Examples include picking up large objects or skipping rope.

Concept

B. Families grow and change all the time

Objectives

1. Identify feelings about adding another person to the family

Content

When new people, such as babies, join a family, the family must become accustomed to this change. Sometimes this takes time, and we may have different feelings about the new person. Families learn to love and take care of members as they all grow closer.

2. Describe changes the family would have to make to accomodate another member

Content

Family members may experience many changes when a new member joins them. Changes may include the assumption of different roles and responsibilities, alteration in living arrangements, and/or accomodation to the different needs of the new family member.

Concept

C. Families need community helpers

Objectives

1. Identify two members of the community who help the family

Content

In order for the family to function, it must have assistance from members of the community. Community members who help families include doctors, firemen, policemen, and teachers.

2. List three people from whom the family can receive help if it needs assistance

Content

We need to identify individuals or agencies from which we can receive help. Parents/guardians, brothers, sisters, teachers, or friends all are individuals who can help us.

II. About Me - Emotions

Concept

A. Everyone has feelings which need to be expressed

Objectives

1. Identify five personal feelings

Content

As it is difficult to understand how another person feels about a situation, we need to be able to tell people how we feel. There are feelings which everyone experiences, including sadness, happiness, anger, and love. We need to realize that recognizing and identifying feelings are an important component of good mental health.

2. Express feelings in an appropriate fashion

Content

Everyone expresses feelings differently. We may express feelings by our actions, words, or facial expressions. We need to explore these different manners of expression. We also need to explore acceptable and unacceptable manners of expressing these feelings. Unacceptable expressions include hitting another person and screaming.

Concept

B. We are proud to be who we are

Objectives

1. Identify several things we do well

Content

Every person has activities or skills that he/she excels in, and others that need improving. We need to realize that everyone has strengths and weaknesses. We need to emphasize our individual strengths while working on the weaknesses.

2. Identify several good deeds which we have done recently for others

Content

An important component of good mental health is learning to give to or help others. The act of giving can be a way to help us feel better or happy.

3. Identify ways in which our families contribute to positive self-esteem

Content

The family unit is the first social group to help us promote positive self-esteem. Family members offer children encouragement for their new efforts, such as walking, talking, and meeting new friends. They also provide praise for children's achievements and encourage them to expect success. Families help us appreciate the uniqueness of all people, and offer ways for us to understand and appreciate our own uniqueness.

III. About Me - Social

Concept

- A. All people have something to contribute to family and others

Objective

1. Identify several contributions we can make to family and others

Content

Each of us needs to help one another. One way of helping is to contribute and cooperate with others. This may include anything from sharing ideas with friends to helping the family with chores.

IV. About Me - Physical

Concept

- A. We each have physical characteristics that make us unique

Objectives

1. Describe physical appearance in positive terms

Content

Every person is unique in appearance and action. We each look a little different, have voices that sound different, and have special characteristics. These differences make us individuals unique from other people.

2. Label external body parts and describe their functions

Content

We should be able to identify the following body parts: head, mouth, nose, eyes, ears, chest, arms, hands, legs, and feet.

3. Realize that individuals with physical disabilities do many of the same things that physically-able people do

Content

People with physical disabilities also have unique qualities. They are capable of living in the mainstream of society. They can achieve academically and can participate, with adaptation, in sport and recreational activities.

Concept

- B. Children grow up to become adults

Objectives

1. Describe ways in which our bodies are changing as they become older

Content

As a young person matures, there are several noticeable changes which occur in the body. Some of the most noticeable include an increase in height and weight, bones becoming longer, and muscles becoming larger.

2. Compare a child's body to that of an adult

Content

A young person can easily make some comparisons between his/her body and that of an adult. These comparisons may relate to height, weight and differences in the size of hands, feet, and head. Young people may notice the development of facial hair in males and the development of breasts in females.

V. Interpersonal Relationships

Concept

- A. To have a friend, we have to be friends

Objectives

1. Recognize the value of friends

Content

Friends are important people to have around. Most of the time they help us feel happy about ourselves. Sometimes they may also have to tell us something we do not like because they see we are going to do something harmful to ourselves or others.

2. Discuss things friends do for each other

Content

Friends work and play together. They are like extra family. Friends are people who care about us and we care about them.

3. Understand that two people can be friends even when they do not agree

Content

Having a friend and being a friend take some work. It is important to talk to a friend when we think we are not understanding that person.

VI. Decision-Making

Concept

- A. We have to make choices when we make decisions

Objectives

1. Recognize how our families help us with choices and decisions

Content

Families provide the first and one of the most enduring environments for learning decision-making. Families provide the boundaries for choices, set the limits on which decisions are age-appropriate, and help teach the skills needed to learn decision-making. Families also help show us the consequences of those decisions that are made.

2. Act on the choice made

Content

When we make decisions, we make choices. Sometimes it is easy and sometimes it is hard to make these decisions. The decision may be between two pleasant choices, two unpleasant choices, or a pleasant and an unpleasant choice. The choices may seem to be equally important, and that is when it may be hard to make a decision.

SECOND GRADE

I. Family Living

Concept

- A. There are many different kinds of families in our community; families help meet our basic needs

Objectives

1. Recognize varying family structures

Content

Many different types of family structures exist. These include nuclear families, traditional families, extended families, and other alternative family structures such as foster parent or single parent families.

2. Identify the needs that the family unit fulfills

Content

Family members work together to fulfill the needs of individuals. Basic survival needs of each family member are protection, food, clothing, love, shelter, and care.

Concept

- B. Family members learn, work, and play together

Objectives

1. Family members learn together

Content

Family members are continually learning from each other as they interact. This learning occurs for every member. In particular, families help individuals learn how to socialize, communicate, and practice safe, healthy behaviors.

2. Identify household tasks which need to be done regularly

Content

It is important for every family member to contribute to the welfare of the overall family. One way to contribute is to learn and perform tasks or chores at home. Performing these tasks shows that we care. Assuming responsibility also is a form of giving which promotes emotional health. Tasks may range from picking up toys to feeding the family pet.

3. Work together to accomplish assigned tasks

Content

Many times, in order to complete a task, we need the assistance of others. The cooperation of others is needed at home and at school. It is important for us to participate in tasks that require cooperation. Examples of such activities include picking up large objects and skipping rope.

4. Recognize the many areas of a household to be maintained

Content

There are many aspects to the maintenance of a household. Each family member contributes in the maintenance of the house, so it is important for every member to learn and understand what needs to be done. Every room of the house has a purpose and needs special attention.

5. Discuss ways in which the family enjoys fun activities

Content

It is important for family members not only to be able to work together, but also to play together. Each family has things that it likes to do, just as each person has things that he/she enjoys. Enjoyable family activities may include hiking, washing the car, walking the dog, or playing a game.

Concept

- C. There is much value in shared parenting/family activities

Objective

1. Identify ways in which children can participate in activities with parents/guardians and other family members of both sexes

Content

It is important for both the mother and father to interact with the child in family activities. Guardians and other family members, such as grandparents and older siblings, can also provide us with male and female role models.

II. About Me - Emotions

Concept

- A. There are many ways to express our feelings

Objectives

1. Identify several direct and indirect ways we can express how we feel

Content

Feelings are expressed by voice, facial expressions, gestures, and actions. A person can express each feeling in many different ways. We need the opportunity to explore these means of expression so we can improve our self-esteem as well as our social relationships. The way a person expresses personal feelings can be classified as either a direct or indirect approach. The direct approach is to-the-point and cannot be mistaken for another feeling. Indirect expressions include facial expressions that may or may not indicate a certain feeling, and they are not directed at any one person.

2. Identify several appropriate and inappropriate ways we can express how we feel

Content

Everyone expresses feelings differently. Individuals may express feelings by their actions, words, or facial expressions. We need to learn to identify these different manners of expression. We also need to explore acceptable and unacceptable manners of expressing these feelings. Unacceptable expressions include hitting another person and screaming.

Concept

- B. We are okay, even though we sometimes make mistakes

Objectives

1. Realize that everyone we know has at one time made a mistake

Content

We need to understand that all other children and adults have made mistakes. Mistakes are a natural part of life and should be viewed as learning experiences to prevent future negative occurrences.

2. Identify the feeling experienced when a mistake is made

Content

When an individual makes a mistake, the feelings and emotions are personal. Common feelings we may express include embarrassment, fear, sadness, guilt, and self-anger.

3. Comprehend that mistakes are a natural part of human development

Content

We need to realize that everyone makes mistakes in life. When someone makes a mistake, it is important to realize he/she has not done so on purpose. Mistakes should be viewed as learning experiences to prevent other similar mistakes in the future.

4. Learn to consult our families when we believe we have made mistakes

Content

Our families should be our first resources for "unconditional positive regard." They can provide us continuing support and love as individuals, even when they do not approve of our choices. Parents/guardians provide advice about our mistakes, and help us with our feelings related to those mistakes. Other family members can also provide understanding and support as we cope with these learning experiences.

III. About Me - Social

Concept

- A. As we grow up, we have more responsibility and more privileges

Objectives

1. Distinguish between responsibility and privilege

Content

As we grow older, not only can we do more things physically, but we can also accept more responsibility. We usually get more privileges, too. Responsibility is defined as accounting for our behaviors, and privilege is defined as a special right or favor granted to us.

2. Identify sex-stereotyped expectations

Content

Many times people give us responsibilities or privileges because we are boys or girls. Males and females are encouraged to learn skills that are different from one another. However, both sexes also need to learn skills considered to be essential for either male or female to develop into adulthood.

IV. About Me - Physical

Concept

- A. Growing up means more than getting bigger

Objective

1. Distinguish a baby from a child, and a child from an adult, in both appearance and ability

Content

Each person grows and changes at a different rate. Some people grow to look tall and slender, while others may look shorter and heavier. As we grow, we also learn that our bodies can do more things. We become coordinated as the different parts of our bodies learn to work together efficiently.

V. Interpersonal Relationships

Concept

- A. In order to get along with others, we have to show respect for other people's feelings and belongings

Objectives

1. Recognize that everyone has feelings

Content

In order to get along with others, we have to show respect for their feelings. Everyone has feelings, and these feelings are expressed differently by each person. It is important to consider how other people feel, then try to respect these feelings.

2. Respect other people's property

Content

In order to get along with friends and family members, we have to show respect for them and their property. If we borrow a book from the library, we are supposed to take good care of it and return it promptly. We are not supposed to borrow things without the owner's permission. When we follow these rules, we seem to get along better with others.

VI. Decision-Making

Concept

A. Other people can influence our decisions in many ways

Objectives

1. Identify several ways in which our families influence decisions and the decision-making process

Content

Our families provide the first and the most enduring basis for our decision-making. Within our families, we learn to decide what to eat, what to wear, and what behaviors are preferred. Our families can be both the coaches for us in learning decision-making, and the providers of resources for those decisions.

2. Identify several other sources of influence on decision-making

Content

Many times decisions are influenced by many different people, including parents, church officials, school personnel, or role models.

3. Identify advertisements designed for children

Content

Many times advertisers design advertisements to appeal directly to young children. Usually the products are geared to children's desires, including toys, food, clothes, and recreations such as movies and amusement parks. Advertisers hope that if children convince their parents/guardians that the product is something they really want, their parents/guardians will buy it for them.

THIRD GRADE

I. Family Living

Concept

A. Our families are larger than just the people who live in our houses

Objectives

1. Trace immediate family heritages

Content

Every person has a heritage and family background. We can begin by identifying our immediate family and our past generations.

2. Differentiate between various relatives, such as aunts, uncles, grandparents, and cousins

Content

Families are composed of different members. Some members may live in the same house and others may live in other cities, states, or countries. Members may be identified as grandparents, uncles, aunts, cousins, and so forth.

3. Realize that small families are just as important as large families

Content

Some families are large and some are small. Small families may consist of only a mother, father, and one child. Regardless of the size, each family unit should provide similar functions for each member.

Concept

B. Family members work together so that they can enjoy one another

Objectives

1. Recognize family tasks that need to be done to fulfill the needs of family members

Content

It is important for every family member to contribute to the welfare of the overall family. One way to contribute is to perform tasks or chores at home. Performing these tasks shows that we care and is a form of giving which promotes emotional health. Tasks may range from picking up toys to feeding the family pet.

2. Cooperate with others to meet a mutual goal

Content

Many times, in order to complete a task, we need the assistance of others. The cooperation of others is needed at home and at school. It is important for us to participate in tasks that require cooperation. Examples of cooperative activities include picking up large objects and skipping rope.

Concept

- C. There is much value in shared parenting/family activities

Objective

1. Identify ways in which children can participate in activities with parents/guardians and other family members of both sexes

Content

It is important for both the mother and father to interact with the child in family activities. Guardians and other family members, such as grandparents and older siblings, can also provide us with male and female role models.

Concept

- D. Learning to get along with brothers and sisters helps us learn to get along with others outside the family

Objectives

1. Identify causes of sibling disagreement

Content

Brothers and sisters are important individuals within the family. They have the same needs, problems, and desires as every other family member. Often, brothers and sisters disagree. These disagreements may be the result of many factors, including the lack of sharing or jealousy.

2. Describe alternatives to resolve sibling disagreements

Content

Sibling disagreements can be resolved through many different approaches. One method is to compromise, with each person giving up part of what he/she wants. Another method is to arrange a schedule for the use of something shared, such as the telephone.

Concept

- E. A family goes through changes when a member leaves

Objective

1. Identify changes that would be necessary if various family members left the home

Content

Families grow and change continually. One reason a family changes is that sometimes a member leaves home. This could be a result of someone dying, divorcing, or going to college. When this separation happens, the remaining family members need to make adjustments. Each member may have to accept new responsibilities or roles.

II. About Me - Emotions

Concept

- A. It is normal to feel angry at times

Objectives

1. Identify situations which have caused us to have feelings of anger

Content

Everyone has experienced the feeling of anger. Each time we feel anger, it is a learning experience. When we learn to identify the things which make us angry, we can learn to control situations which prompt this emotion. The same situation may make one person very angry and yet have no effect on another.

2. Express feelings of anger in a non-blaming manner

Content

Anger is an acceptable emotion in our society, but it must be controlled in its expression. We must learn to express this feeling in a non-blaming manner towards others. In modern society, it is not appropriate to take anger out on others, but to express it through more acceptable avenues.

III. About Me - Social

Concept

- A. There are differing attitudes towards both male and female roles

Objectives

1. Define sex role and sex-role stereotyping

Content

Sex roles are defined by our society. They are attitudes about what we should do because we are either male or female. A sex-role stereotype is a preconceived idea about what are male behaviors and what are female behaviors.

2. Share information about male/female behaviors

Content

Male and female standards of behavior are formed by attitudes held by society about what we should do because we are males or females.

IV. About Me - Physical

Concept

- A. Human babies have both a mother and a father

Objective

1. Understand the concepts of conception and fetal development

Content

Human babies are a direct result of the union of a sperm from the father and an ovum from the mother. The sperm and ovum cells join to form a baby. This baby grows in the mother for a period of time, usually nine months. The baby will grow and mature to the point that he/she can safely live outside the mother.

V. Interpersonal Relationships

Concept

- A. How we feel about ourselves influences how well we get along with others

Objectives

1. Identify positive traits that we like in others

Content

As we develop friendships, we can focus more on characteristics that we look for in friends. Examples include friendliness, dependability, the ability to share, and a sense of humor.

2. Explore how personal traits influence our behavior toward others

Content

When we feel good about ourselves, we get along better with our friends and family. If we are not feeling good about ourselves, we tend to be angry and get into trouble. Many people will not want to be our friends if we cannot control our behavior.

VI. Decision-Making

Concept

- A. We can follow some simple steps when making decisions

Objective

1. Identify and apply the decision-making process

Content

There are simple decisions we make every day that seem to require little thought. Likewise, there often are decisions that appear to be very difficult to make. However, if we have an organized way to look at the problem, it helps us sort ideas out. The eight steps in decision-making are:

- a. identifying the problem
- b. researching the problem
- c. identifying the alternatives for solving the problem
- d. looking at the consequences for each alternative
- e. rank-ordering the alternative solutions
- f. deciding on a solution
- g. acting on the decision
- h. dealing with the consequences

Concept

- B. Our families can assist us both in making decisions and in dealing with the consequences of those decisions

Objectives

1. Discuss how our families participate in the decision-making process

Content

Our families participate in our decision-making from infancy through adulthood. Family members model decision-making as they interact with us. They react to our decisions and reinforce those which reflect the family's values and beliefs.

2. Describe ways in which our families teach us to deal with the consequences of our decisions

Content

Families provide the first secure environment for us to begin and to explore decision-making. Families also help us deal with the consequences of those decisions. We can turn to family members for assistance in evaluating our decisions. Positive and negative consequences of decisions can be taught.

FOURTH GRADE

I. Family Living

Concept

A. People in families frequently share physical characteristics

Objectives

1. Recognize several family traits

Content

People in families frequently share physical characteristics. We get these characteristics from our parents when the chromosomes and genes from the egg cell and the sperm cell join during fertilization. Commonly shared characteristics include hair color, eye color and shape, nose shape, and freckles. The concept of dominant and recessive genes should be understood.

2. Identify personal mannerisms that other family members may share

Content

There are other characteristics we can get by living with and imitating our family members, even if we are not aware of the behaviors. These actions are called mannerisms. Some common ones are posture, voice inflection, and finger drumming.

Concept

B. Families continue to be important even as we grow and mature

Objectives

1. Identify ways that families stay the same

Content

Families, like individuals, change in some ways and stay the same in others. One example of a family staying the same is when parents/guardians continue to love and care for children even when a new baby is added to the family. Another example is when brothers and sisters continue to be close although they live in different places when they grow up.

2. Identify needs which are currently being met by the family

Content

Families offer stability and security to us when we are young. Families provide our major source of protection, food, clothing, love, shelter, and care. As we grow older we need to examine how our needs and responsibilities may expand and change.

3. Discuss the value of shared parenting/family activities

Content

It is important for both the mother and father to assume responsibilities and activities with children in a family. Children should be able to identify with both male and female role models. Guardians and other family members, such as grandparents, aunts, and uncles, can also provide us with shared parenting/family role models.

4. Explain role changes within our families during the past few years

Content

As a family grows and its members mature, persons' roles often change. Members may find that they are given increased responsibility. This change is very evident among children of the family.

Concept

C. Major family changes affect everyone in the family

Objectives

1. List ways the family can change

Content

Families, like individuals, are always changing. They change with the addition or loss of a member. Families may add members through birth, an extended member moving in, or marriage. Families may lose members through death and divorce.

2. Describe adjustments family members will have to make as changes occur in the family

Content

As a family changes, each member also will have to change. These changes could be physical, mental, or social. Examples include sharing a room, dealing with the death of a family member, or adjusting to a divorce.

II. About Me - Emotions

Concept

A. Feeling good about ourselves is essential to our total wellness

Objectives

1. Define "wellness"

Content

Wellness is a new concept used to describe the ever-changing levels of health that a person may experience. The distinction between health and wellness can be seen by defining the terms:

- a. health - the state of total physical, mental, and social well-being; not just freedom from sickness or ailments
- b. wellness - a way of living each day, which includes choices and decisions based on healthy attitudes

2. Identify characteristics we like about ourselves and others

Content

One part of mental health is knowing ourselves. Mental health also involves being able to like ourselves. In order to do this, we need to accept ourselves and the strengths and weaknesses which we possess. Accepting ourselves also entails the acceptance of those parts of our physical appearances which we cannot change. The identification and acceptance of features and traits which we can and cannot change are critical aspects of being able to like ourselves.

Just as we must learn to like ourselves, we must also learn to like others. This ability involves accepting other individuals' strengths and weaknesses. This acceptance will allow us to become better friends.

III. About Me - Social

Concept

- A. Males and females have comparable abilities and can do most of the same things

Objectives

1. Recognize sex-role-defined activities

Content

Males and females are encouraged to learn skills that are different for each sex. However, both sexes also need to learn skills considered to be essential for either males or females to develop into adulthood.

2. List activities that are not sex-role defined

Content

Many activities are not sex-role defined. These activities may include soccer, choir, band and 4-H.

3. Tell about an activity sex-stereotyped for one sex that the other sex likes to do

Content

We need to realize we are capable of, and may enjoy, activities that are stereotyped as being for the opposite sex.

IV. About Me - Physical

Concept

- A. Puberty is a time of rapid growth and development in our lives

Objective

1. Identify the changes which occur in both boys and girls during puberty

Content

We will eventually experience two physical developments as we mature. They are the growth spurt and puberty. The growth spurt involves an accelerated period of physical growth and development. Puberty involves changes which occur in the body to indicate physical sexual maturity. Puberty is a direct result of an increased hormonal level in the body. People will experience both the growth spurt and puberty at different times and rates.

Concept

- B. Human babies have both a mother and a father

Objectives

1. Understand the concepts of conception and fetal development

Content

Human babies are a direct result of the union of a sperm from the father and an ovum from the mother. The sperm and ovum cells join to form a baby. This baby grows in the mother for a period of time, usually nine months. The baby will grow and mature to the point that he/she can safely live outside the mother.

2. Recognize that traits are related to human heredity

Content

Heredity is the continuation of certain characteristics from parents to children. The arrangement that determines a person's heredity is found in the chromosomes which come from the sperm and egg that were joined from the mother and father. Each person has forty-six chromosomes which determine his/her heredity. These chromosomes contain genes which determine physical traits such as hair color, fingerprint pattern, eye color, and nose shape.

V. Interpersonal Relationships

Concept

- A. Good friendships take time and effort to develop

Objectives

1. Discuss the difficulty in meeting new people and starting new friendships

Content

Meeting new people and making friends are not always easy. We look for certain qualities in friends which may take time to discover.

2. Identify several ways in which we can make our friendships become even stronger

Content

To establish friendships, it is important to determine desired characteristics of a friend and what role these characteristics play in friendship. Desirable characteristics include honesty, a sense of humor, and the ability to share.

Concept

- B. Learning to listen to what other people are saying is a skill which takes practice

Objective

1. Practice listening skills

Content

A great percentage of time is spent listening to others. By improving listening skills, we should be able to improve school performance, increase self-confidence and motivation, improve concentration, and make better decisions. Some rules of good listening are:

- a. giving full attention by eliminating distractions, including radios and television
- b. focusing on the speaker by trying to listen while looking directly at the person
- c. indicating interest by nodding or saying that we are interested
- d. paraphrasing or restating what the speaker has said

VI. Decision-Making

Concept

- A. Sometimes we make decisions because of what others think

Objectives

1. Apply the decision-making process to a realistic situation

Content

Sometimes we do not follow all the steps in the decision-making process before making a decision. We need to learn this process and practice utilizing the skills in order to better deal with actual situations.

2. Recognize the influence of our family members on the decision-making process

Content

Our families participate in our decision-making from infancy through adulthood. Family members model decision-making as they interact with us. They react to our decisions and reinforce those which reflect the family's values and beliefs.

Families provide the first secure environment for us to begin and to explore decision-making. Families also help us deal with the consequences of those decisions. We can turn to families members for assistance in evaluating our decisions. Positive and negative consequences of decisions can be learned.

3. Recognize the influence of peers and others on the decision-making process

Content

Many times decisions are difficult enough for us to make ourselves, but, if we also are trying to please or impress other people, the process becomes much more complicated.

Concept

- B. Refusal/reinforcement skills help us make personal decisions

Objective

1. Develop an awareness of our personal rights and responsibilities

Content

Personal rights include:

- a. saying "NO" and not feeling guilty
- b. expressing our feelings
- c. changing our minds
- d. asking for what we want
- e. asking for more information
- f. making our own decisions

Personal responsibilities include:

- a. treating ourselves and others with respect
- b. considering our own and the other person's value
- c. accepting other individuals' "No" without feeling personally rejected
- d. not exploiting other people for personal gain
- e. not allowing others to exploit us

FIFTH GRADE

I. Family Living

Concept

- A. When we try to understand the concerns parents/guardians have, we can understand their reactions better

Objectives

1. View a problem from a personal stand point as well as from the position of a caring adult

Content

Children and adults frequently view the same situation in different ways. When parents/guardians or teachers react to a situation with anger, but their feelings really are of fear, it is difficult for us to understand the reason for their reaction.

2. Plan for a positive solution to a given problem

Content

Children and adults can work cooperatively to make decisions and support each other. Solutions can be resolved in many different positive manners. Discussions, compromises, and the use of the decision-making process are three ways to come to a solution.

Concept

- B. When one member of a family has a problem or illness, all family members are affected

Objectives

1. Describe how family members are affected when one person is disabled, ill, or under stress

Content

Family members are a support system for one another. They work together to provide for basic needs, and they can support one another when a family member has a problem. Problems can be many: e.g., loss of a job, death of someone really cared about, alcoholism, or a serious accident.

2. List ways a family can help or get help from others

Content

There are many possible sources of assistance that a family can utilize when dealing with problems. Sources can be personal (e.g., clergy and family members) and/or community-based. Community resources can often be found via community service numbers in phone directories.

Concept

C. Caring for and encouraging others are responsibilities of all family members

Objectives

1. Cite ways to care for a family member

Content

Some ways that family members care for each other may include sharing and discussing, listening, attending to physical needs, encouraging, and asking for advice or seeking opinions.

2. Describe things family members have done when there was a problem or help was needed

Content

Some ways that family members care for each other may include sharing and discussing, listening, attending to physical needs, encouraging, and asking for advice or seeking opinions.

3. Discuss the value of shared parenting/family activities

Content

Children need to have the involvement of both the mother and father in parenting/family activities. Such involvement promotes the belief that children need both parents for optimal development. Also this provides us with both male and female role models. Guardians and other family members, such as grandparents, aunts, uncles, and older siblings, can provide interaction when one or both parents is (are) absent from the family unit. Furthermore, we need to understand that shared parenting includes an economic partnership between the caregivers.

II. About Me - Emotions

Concept

A. Many people wish they could change things about themselves

Objectives

1. Identify the characteristics of a mentally healthy person

Content

The mentally healthy person has the ability to:

- a. live comfortably with himself/herself
- b. accept his/her limits
- c. make decisions
- d. deal with problems
- e. plan for the future
- f. set realistic goals
- g. build a strong self-image

2. Identify personal characteristics which cannot be changed, and learn to accept these limitations

Content

Characteristics that cannot be changed include height, skin color, nose shape, and eye color.

3. Identify personal characteristics that can be changed

Content

Characteristics that can change include:

- a. physical attributes, such as weight
- b. nutrition
- c. fitness level
- d. hairstyle
- e. self-esteem

Factors which influence our self-image include family, other people, and ourselves.

4. Develop a feasible plan for the change of a personal characteristic

Content

Self-image can be strengthened by being positive, setting realistic goals, and being responsible. Self-image also can be strengthened by engaging in physical activities, such as regular exercise programs, and by developing healthy nutritional habits.

III. About Me - Social

Concept

- A. Social development is influenced by many factors

Objectives

1. Identify factors that can influence social health

Content

Many different factors can influence our social health, including our physical appearance and self-esteem.

2. Explain activities we can engage in to improve social health

Content

Social health can be improved by engaging in physical activities, and through participation in social/school clubs or other extracurricular activities. Improving self-concept/self-esteem, a feeling of belonging to a group, and acceptance by peers and adults also improve our social health.

IV. About Me - Physical

Concept

A. Puberty is a time of rapid growth and development

Objectives

1. Identify the changes that occur to both boys and girls during puberty

Content

Each of us will eventually experience two stages of development before reaching maturity. These stages are the growth spurt and puberty. The growth spurt involves an accelerated period of physical growth and development. Puberty involves changes which occur in the body to indicate physical sexual maturity. Puberty is a direct result of an increase in hormonal levels in the body. Each person will experience both the growth spurt and puberty at a different time and rate.

Puberty in the female involves several changes that are categorized as secondary sexual characteristics. As puberty occurs, reproduction becomes possible. The physical changes of puberty which females experience include:

- a. breast development
- b. widening of the pelvic girdle
- c. growth of pubic hair
- d. onset of menstruation (menarche)
- e. development of underarm hair
- f. activation of oil and sweat glands
- g. growth of genitalia

Males experience the following physical changes during puberty:

- a. development of genitalia
- b. growth of pubic hair
- c. spontaneous erections
- d. nocturnal emissions
- e. deepening of the voice (growth of larynx)
- f. broadening of the shoulders and muscle development

Concept

B. The human reproductive system matures over a period of several years

Objectives

1. Identify the external and internal components of both the male and female reproductive systems

Content

The male and female reproductive systems can be classified according to external and internal organs. The female reproductive system includes the following:

external (vulva)

- a. mons pubis
- b. labia (internal and external)
- c. clitoris
- d. urethra
- e. vagina

internal

- a. vagina
- b. cervix
- c. uterus
- d. fallopian tubes
- e. ovaries

The male reproductive system includes the following:

external

- a. glans penis
- b. penis
- c. scrotum

internal

- a. testicles
- b. epididymis
- c. vas deferens
- d. seminal vesicle
- e. prostate
- f. urethra
- g. cowper's gland

2. Outline the passage of the sperm from the testes to the penis

Content

The male reproductive system begins to develop sperm with the onset of puberty. The process by which sperm leave the body is called ejaculation. Upon ejaculation, the sperm travel throughout the reproductive system before exiting the body. The pathway that sperm take is as follows:

- a. testicle
- b. epididymis
- c. vas deferens
- d. seminal vesicle
- e. prostate gland
- f. urethra
- g. cowper's gland
- h. penis
- i. glans penis

3. Describe ovulation and menstruation

Content

The process by which an egg is released by the ovary is called ovulation. Each ovary contains thousands of eggs that will mature over a woman's lifetime. Usually only one egg a month will mature and be released by the ovaries. The ovaries release hormones which control ovulation.

Hormones not only affect the release of an egg by the mature ovary, but also prepare the uterus to potentially receive the fertilized egg. Each month the uterus prepares to receive the egg by a thickening of its lining. If the egg does not become fertilized, this lining, which is called the endometrium, will slough off and be discharged by the uterus. This monthly discharge, mixed with blood, is menstruation. It lasts three to six days. The average time from the beginning of one menstrual period to the next is 28 days, but this cycle will usually vary with each individual.

4. Outline the passage of the ovum from the ovary to the uterus

Content

The woman begins to release mature eggs with the onset of puberty. The process of releasing the egg is called ovulation. When ovulation occurs, the egg enters the fallopian tubes which lead to the uterus. If the egg is fertilized by a sperm, it will likely attach to the uterus. If no fertilization occurs, the egg proceeds through the reproductive tract and disintegrates. If the egg proceeds intact, it passes through the cervix and vagina to the vulva. The vulva is composed of the mons pubis, labia majora and minora, and the clitoris.

5. Identify dominant and recessive traits related to human heredity

Content

Heredity is the continuation of certain characteristics from parents to children. This determination is based on the arrangement of the chromosomes which come from the sperm and egg that were joined from the mother and father. Each of us has 46 chromosomes which determine our heredity. These chromosomes contain genes which determine our physical traits, such as hair color, fingerprint pattern, eye color, and nose shape.

The combination of genes transferred from our mothers and fathers to us determine our physical traits. Genes can be classified as dominant or recessive. Dominant genes control recessive genes. The color of our eyes is an example of a trait controlled by dominant gene, while blue eyes are a result of a recessive gene. Other examples of the effect of dominant genes include curly hair, full lips, and dark hair.

V. Interpersonal Relationships

Concept

- A. Many times our behavior is affected by people we know

Objective

1. Discuss the effect peer pressure may have on how we act

Content

We sometimes may feel pressure to engage in unhealthy, unsafe, or illegal activities because we think it is expected of us. We need to have the necessary skills to be assertive and make decisions based on knowledge as it relates to safe, healthy behaviors. We also need to have the necessary skills to refuse being influenced by inappropriate peer pressure.

VI. Decision-Making

Concept

- A. Everyone can learn the skills of decision-making to help solve problems

Objectives

1. Identify some of the factors that influence decision-making

Content

- a. Good decision-makers feel good about themselves, possess a clear understanding of their values, and have clarified their goals in life.
 - b. Responsible decision-making is not something that just happens; it is a process by which skills are learned.
 - c. A young person with a positive, healthy self-image will often make positive, healthy choices.
 - d. Many decisions are made on the basis of concern for others, including parents/guardians, siblings, friends, peers, church leaders, and teachers.
 - e. Practical considerations, such as time, money, and future consequences, are factors to consider in the decision-making process.
 - f. Fantasizing and straying from reality are two reasons why people sometimes make decisions which are inconsistent with their values and goals.
 - g. Self-esteem and popularity are examples of personal needs and interests that influence decision-making.
 - h. When values and attitudes are incorporated, decisions that are made express inner feelings.
 - i. A personal standard is a form of measurement employed when reaching a decision.
2. Practice skills in examining alternatives and consequences in a given situation

Content

- a. It is important to identify the problem and the extenuating circumstances relative to the decision which needs to be made.
- b. All persons who may be affected by the decision (e.g., parents/guardians and other family members, boyfriend, girlfriend) should be considered.
- c. There usually exist several possible ways of resolving a problem.
- d. Consultation with family and others, and gathering information are important in considering all alternative solutions.
- e. Listing all possible outcomes, both positive and negative, for each alternative or course of action may prevent errors in judgement.
- f. After carefully choosing the most appropriate alternative, action should be taken to have the decision carried out.
- g. Many people feel uncomfortable and seek assistance in making decisions that are right for them.
- h. Our families should be our first source of information and confirmation. Then we may turn to friends and peers.
- i. There are many resources available to the decision-maker who requires assistance and guidance: family members, church leaders, school counselors, and special agencies.

3. Comprehend the steps of the decision-making process

Content

The steps of the decision-making process are:

- a. identifying the problem
- b. gathering information about the problem
- c. identifying all alternatives to resolving the problem
- d. identifying all consequences to each alternative
- e. rank-ordering the alternatives
- f. making the decision
- g. acting on the decision
- h. dealing with the consequences

Concept

B. Refusal/reinforcement skills help us make personal decisions

Objective

1. Examine our personal rights and responsibilities

Content

Personal rights include:

- a. saying "NO" and not feeling guilty
- b. expressing feelings
- c. changing our minds
- d. asking for what we want
- e. asking for more information
- f. making our own decisions

Personal responsibilities include:

- a. treating ourselves and others with respect
- b. considering our own and the other person's value
- c. accepting other individuals' "No" without feeling personally rejected
- d. not exploiting other people for personal gain
- e. not allowing others to exploit us

SIXTH GRADE

I. Family Living

Concept

A. In today's society there are various family structures

Objectives

1. Differentiate between various family structures

Content

There are many different types of family structures, including nuclear families, traditional families, extended families, and other alternative family structures such as foster parent, single parent families, and families with adopted children.

2. Examine the importance of the traditional family structure in today's society

Content

There are many advantages to the traditional family structure, including:

- a. provision of stability and security
- b. promotion of family/parental values and morals
- c. fostering of love and respect for ourselves and others
- d. enhancement of positive self-esteem
- e. sharing of responsibilities among family members

3. Discuss what we can do to show we care for others within the family

Content

One of the functions of the family is to provide stability and security to its members. Caring for others within the family can be demonstrated in many ways. We can show affection, be courteous and respectful, and assist with household chores.

Concept

B. As we change, our family changes

Objectives

1. Analyze various ways people change

Content

Individuals are constantly changing. We change from the time we are born to the time we die. These changes are physical, mental, and social. They are a direct result of genetics and of interaction with our family and others, as well as with our environment.

2. Compare ways in which individuals and families change

Content

A family and its individual members are constantly changing. When one family member changes, a change also will occur within the family structure.

II. About Me - Emotions

Concept

- A. Believing in ourselves is basic to self-esteem

Objective

1. Acknowledge the importance of self-esteem

Content

A person with confidence will not be as unduly affected by peer pressure as the person lacking in self-esteem. Increased self-esteem will evidence itself in positive feelings towards self and personal relationships. Self-esteem is a significant factor in both achieving and feeling success. As we develop feelings of self-esteem, we exhibit positive behavior in areas such as sociability.

Concept

- B. We can improve and build self-esteem in several ways

Objectives

1. Recognize personal positive qualities of self and others

Content

The recognition of positive qualities in ourselves and others elevates self-esteem. Each person has positive aspects that make him/her a unique and special individual.

2. Develop an awareness of techniques to enhance self-esteem

Content

The development of skills promotes self-esteem. Learning to accept constructive criticism enhances self-esteem. We should recognize and avoid the use of "put-down" behaviors toward self and others.

III. About Me - Social

Concept

- A. Everyone needs to be part of a group

Objectives

1. Explain why individuals need to belong to groups

Content

Peers are important to us as we grow and develop. Peers are part of our personal support system. They are experiencing similar life situations, and it is helpful to talk things out with people who can identify with things we are experiencing.

2. Recognize that groups often change

Content

Groups often change according to specific needs of their members.

Concept

- B. Groups sometimes influence people to do things they would normally not think were acceptable

Objective

1. Discuss how groups sometimes influence people to do things they would not normally do

Content

Because peers are important to us, we sometimes find ourselves doing things we do not feel are quite right. This is called peer pressure, and dealing with it is part of a permanent life adjustment everyone must make. We need to confront peer pressure and make decisions that best represent our beliefs and interests.

IV. About Me - Physical

Concept

- A. An important responsibility is caring for our bodies

Objective

1. Develop an awareness of the different types of health behaviors that should be practiced once we reach puberty

Content

With the onset of puberty, our bodies undergo many changes. Many of these require that we begin to practice several new health behaviors related to personal hygiene. During puberty, our bodies begin to secrete a higher level of body oils which contribute to acne, sweat, and oily hair. Good grooming, such as frequent baths, brushing teeth, and wearing deodorant, needs to be practiced regularly. Girls also will need to practice good hygiene as a result of menarche.

Concept

- B. During puberty our bodies change

Objective

1. Identify why changes occur to both boys and girls during puberty

Content

Puberty is a direct result of hormones which are secreted by the endocrine system directly into the bloodstream, where they are carried to other parts of the body. These hormones directly influence changes within the body. The endocrine system is controlled by the pituitary gland. The pituitary gland stimulates the gonads (ovaries and testicles) to begin the changes of puberty. Ovaries produce two hormones, estrogen and progesterone, which cause the changes of puberty in girls. Testicles produce the hormone testosterone, which causes puberty changes in boys. Because each person's pituitary gland stimulates the gonads at different times, each person will experience puberty at a different time and rate.

Puberty in the female involves several changes which are categorized as secondary sexual characteristics. As puberty occurs, reproduction becomes possible. The physical changes of puberty that females experience include the following:

- a. breast development
- b. widening of the pelvic girdle
- c. growth of pubic hair
- d. onset of menstruation (menarche)
- e. development of underarm hair
- f. activation of oil and sweat glands
- g. growth of genitalia

Males experience the following physical changes during puberty:

- a. development of genitalia
- b. growth of pubic hair
- c. spontaneous erections
- d. nocturnal emissions
- e. deepening of the voice (growth of larynx)
- f. broadening of the shoulders and muscle development

Concept

- C. Understand the anatomy and physiology of the male reproductive system

Objective

1. Outline the passage of the sperm from the testes to the penis

Content

The male reproductive system begins to develop sperm with the onset of puberty. The process by which sperm leave the body is called ejaculation. Upon ejaculation, the sperm travel throughout the reproductive system before exiting the body. The pathway that sperm take is as follows:

- a. testicle
- b. epididymis
- c. vas deferens
- d. seminal vesicle
- e. prostate gland
- f. urethra
- g. cowper's gland
- h. penis
- i. glans penis

Concept

D. Understand the anatomy and physiology of the female reproductive system

Objectives

1. Describe ovulation and menstruation

Content

The process by which an egg is released by the ovary is called ovulation. Each ovary contains thousands of eggs which will mature over a woman's lifetime. Usually only one egg a month will mature and be released by the ovaries. The ovaries release hormones which control ovulation.

Hormones not only affect the release of an egg by the mature ovary, but also prepare the uterus to potentially receive the fertilized egg. The uterus each month prepares to receive the egg by the thickening of its lining. If the egg does not become fertilized, this lining, the endometrium, will slough off and be discharged by the uterus. This monthly discharge, mixed with blood, is menstruation. It lasts three to six days. The average time from the beginning of one menstrual period to the next is 28 days, but this cycle will usually vary with each individual.

2. Outline the passage of the ovum from the ovary to the uterus

Content

The woman begins to release mature eggs with the onset of puberty. The process of releasing the egg is called ovulation. When ovulation occurs, the egg enters the fallopian tubes which lead to the uterus. If the egg is fertilized by a sperm, it will likely attach to the uterus. If not, it will proceed through the reproductive tract and disintegrate. If the egg proceeds intact, it passes through the cervix and vagina to the vulva. The vulva is composed of the mons pubis, labia majora and minora, and the clitoris.

Concept

E. Understand conception, pregnancy, fetal development, and childbirth

Objectives

1. Discuss conception, fetal development, and pregnancy

Content

Conception begins with the moment that a sperm cell from the father joins with an egg cell from the mother. This is called fertilization and occurs in the fallopian tubes. The fertilized egg is now called a zygote and will begin to divide into more cells as it travels to the uterus. Upon entering the uterus, the egg will implant in the endometrium of the uterus. Within a few days the uterus forms a placenta, which is made of blood-rich tissue that transfers oxygen and nutrients from the mother to the embryo. The embryo will be connected to the placenta by the umbilical cord.

The embryo will continue to develop in the uterus for an average of nine months. This fetal development is divided into trimesters. The first trimester begins when implantation occurs and ends with the embryo being called a fetus. The fetus will be very much like a miniature human with all systems beginning to function. The fetus will be about four inches long and weigh about 30 grams. In the second trimester, the fetus will continue to grow in size, and the body parts will continue to become refined. The fetus will weigh a little over a pound and be about 14 inches long. During the third trimester, the fetus primarily gains weight. The fetus will assume a position for birth, weigh an average of six to eight pounds, and reach an average length of 18 to 22 inches.

A woman usually can first tell she is pregnant by the absence of her period, or menses. Other signs of pregnancy may include nausea, breast tenderness, and the frequent need to urinate. The only way to know for sure that she is pregnant is for the woman to have a physician perform a pregnancy test.

2. Discuss the stages of labor during childbirth

Content

The process by which the fetus is born is called labor. Labor is initiated by hormones released by the fetus. These hormones signal the uterus to begin contractions, forcing the infant through the birth canal. Labor is divided into three stages. The first stage begins with uterine contractions occurring at every 15 to 20 minutes and lasting less than a minute. As the first stage continues, the time between contractions decreases while the intensity increases. The first stage ends when the cervix of the uterus is fully dilated at 10 cm (four inches). The second stage of labor begins with the infant moving down the birth canal. This stage may last from a few minutes to an hour. The second stage ends when the infant is completely through the birth canal. The third stage is when the placenta is expelled from the the uterus. The placenta comes through the birth canal, and this stage takes 10 to 15 minutes.

3. Identify several problems for mothers and babies that can be prevented by good health before pregnancy

Content

A woman who does not follow good health practices before and during pregnancy increases the risk to herself and her baby. These risks may include:

- a. greater chance for a low birth-weight baby
- b. greater chance for the baby to be born prematurely
- c. greater chance for the baby to be born with birth defects
- d. greater chance for the mother to experience complications of pregnancy

V. Interpersonal Relationships

Concept

- A. Many times our behavior is affected by people we know

Objective

1. Discuss the effect peer pressure may have on how we act

Content

We sometimes may feel pressure to engage in unhealthy, unsafe, or illegal activities because we think it is expected of us. We need to have the necessary skills to be assertive and make decisions based on knowledge as it relates to safe, healthy behaviors. We also need to have the necessary skills to refuse being influenced by inappropriate peer pressure.

Concept

- B. Friendship includes rights and responsibilities

Objective

1. Examine rights and responsibilities of having friends

Content

Friendship requires consideration for the needs of others. Being a friend requires attentiveness, listening, and communication skills. Friendships are relationships based on honesty and understanding. Friendships require feedback. Friendships are mutual.

VI. Decision-Making

Concept

- A. Everyone can learn the skills of decision-making to help solve problems

Objectives

1. Identify some of the factors that influence decision-making

Content

- a. Good decision-makers feel good about themselves, possess a clear understanding of their values, and have clarified their goals in life.
- b. Responsible decision-making is not something that just happens; it is a process by which skills are learned.
- c. A young person with a positive, healthy self-image will often make positive, healthy choices.
- d. Many decisions are made on the basis of concern for others, including parents/guardians, siblings, friends, peers, church leaders, and teachers.
- e. Practical considerations, such as time, money, and future consequences, are factors to consider in the decision-making process.

- f. Fantasizing and straying from reality are two reasons why people sometimes make decisions which are inconsistent with their values and goals.
 - g. Self-esteem and popularity are examples of personal needs and interests that influence decision-making.
 - h. When values and attitudes are incorporated, decisions that are made express inner feelings.
 - i. A personal standard is a form of measurement employed when reaching a decision.
2. Practice skills in examining alternatives and consequences in a given situation

Content

- a. It is important to identify the problem and the extenuating circumstances relative to the decision which needs to be made.
 - b. All persons who may be affected by the decision (e.g., parents/guardians and other family members, boyfriend, girlfriend) should be considered.
 - c. There usually exist several possible ways of resolving a problem.
 - d. Consultation with family and others, and gathering information are important in considering all alternative solutions.
 - e. Listing all possible outcomes, both positive and negative, for each alternative or course of action may prevent errors in judgement.
 - f. After carefully choosing the most appropriate alternative, action should be taken to have the decision carried out.
 - g. Many people feel uncomfortable and seek assistance in making decisions that are right for them.
 - h. Our families should be our first source of information and confirmation. Then we may turn to friends and peers.
 - i. There are many resources available to the decision-maker who requires assistance and guidance: family members, church leaders, school counselors, and special agencies.
3. Comprehend the steps of the decision-making process

Content

The steps of the decision-making process are:

- a. identifying the problem
- b. gathering information about the problem
- c. identifying all alternatives to resolving the problem
- d. identifying all consequences to each alternative
- e. rank-ordering the alternatives
- f. making the decision
- g. acting on the decision
- h. dealing with the consequences

Concept

B. Refusal/reinforcement skills help us make personal decisions

Objective

- 1. Examine our personal rights and responsibilities

Content

Personal rights include:

- a. saying "NO" and not feeling guilty
- b. expressing feelings
- c. changing our minds
- d. asking for what we want
- e. asking for more information
- f. making our own decisions

Personal responsibilities include:

- a. treating ourselves and others with respect
- b. considering our own and the other person's value
- c. accepting other individuals' "No" without feeling personally rejected
- d. not exploiting other people for personal gain
- e. not allowing others to exploit us

Concept

- C. Our decisions are affected by many factors and, in turn, affect those around us

Objective

1. Recognize factors that influence our sexual decisions

Content

Decisions about sexual behavior are influenced by many factors, both within ourselves and in the world around us, including family, school, religious beliefs, media, drugs, and peers.

Concept

- D. The decision to practice premarital abstinence has many advantages

Objective

1. Understand the advantages of abstaining from sexual activity as a teenager

Content

The advantages of abstaining from premarital sexual activity include:

- a. increasing self-esteem
- b. allowing time to acquire mature attitudes toward sexuality
- c. developing age-appropriate relationships
- d. preventing unwanted pregnancy
- e. preventing sexually transmitted diseases (STDs), including AIDS
- f. allowing opportunities to express feelings in new ways

The only way to ensure that problems related to sexual activity do not occur is through the practice of premarital abstinence.

SEVENTH GRADE

I. Family Living

Concept

A. Past experiences affect our present perception of life

Objectives

1. Examine several past experiences that have had an effect on our lives

Content

We often perceive the present from the vantage point of accumulated past experiences. With each day, we experience many new thoughts, ideas, and feelings resulting from new interactions with family, peers, and environment. Many times we can remember vividly an experience that definitely influenced our life perceptions.

2. Inquire into past experiences that have affected the lives of our parents/guardians

Content

Parents/guardians also have experienced events that changed the course of their lives. Examples might include marriage, birth of a child, death of a parent or loved one, or divorce.

3. Compare the experiences of our parents/guardians and ourselves, and examine how these experiences might create cooperation and/or conflict

Content

Parents/guardians and their children may experience cooperation based on shared past experiences that have shaped their outlook on life. A common example may be dating. The thoughts and feelings that parents/guardians experienced when they dated may have been basically the same as the ones their children experience as they date. This may promote cooperation and understanding as parents/guardians and their children discuss family rules about dating.

Parents/guardians and children may also experience conflict based upon past experiences that have changed their outlook on life. Using the example of dating, the society that parents/guardians experienced when they dated may be different from the society that children experience as they date. This may cause conflict between parents/guardians and children when discussing family rules on dating.

Concept

- B. Children and parents/guardians sometimes disagree on how many freedoms and responsibilities a young person should have

Objective

1. Identify and explore several factors adults use when deciding what freedoms and responsibilities to give young people

Content

Adults give freedoms and responsibilities to their children. These may be the result of several factors: love of the child, concern for the child's safety and well-being, or a fear of dangers that the child may face. Other factors include hopes and dreams for the child's future, past experiences from either their own or older children's lives, or values they hold and want to teach their child.

Concept

- C. A healthy environment necessitates shared parenting/family activities

Objective

1. Recognize and describe the benefits of shared parenting/family activities

Content

Both male and female role models are necessary for children. We need to have these role models for comparison with our own developing definitions of gender. Furthermore, role models allow us to see the benefits of shared parenting responsibilities. These responsibilities include the loving, sharing, and supporting of each other as a family unit.

II. About Me - Emotions

Concept

- A. We can develop increased self-esteem

Objective

1. Explain techniques which build self-esteem

Content

"Put-down" behaviors affect the self-esteem of self and others. Examining our own strengths and weaknesses is an essential developmental process. Setting short-term goals for ourselves makes them attainable. Identifying role models helps us achieve. Adjusting to failures and changes in our lives is crucial for further development. Taking responsibility for ourselves helps build self-esteem. We should examine how we relate to others as part of learning more about ourselves.

- B. Mood swings are a normal characteristic during puberty

Objective

1. Recognize and understand mood swings

Content

Physiological and psychological changes which occur during puberty cause drastic fluctuations in moods and emotions.

III. About Me - Social

Concept

A. Dating serves many purposes

Objectives

1. Identify the functions of dating

Content

Dating has several purposes, including:

- a. getting to know ourselves and others better
- b. developing good social relationships and communication skills
- c. learning responsibility and respect
- d. choosing a marriage partner based on common interests and ideas

Communication between couples in a successful dating experience is very important for the exchange of opinions, beliefs, feelings, and attitudes. It is extremely important that the right place is chosen for the first date, as well as for subsequent dates. It is very important that couples do not isolate themselves from friends and families. Suggested dating activities are:

- a. school functions
- b. hobbies
- c. sports events
- d. other group entertainment

Group dating can be a rewarding and exciting experience. It is extremely important that parents/guardians know who we are dating.

2. Realize the difference between infatuation and love

Content

Infatuation commonly involves:

- a. being "in love with love"
- b. feeling possessive or selfish
- c. immaturity ("I can't live without you.")
- d. tense feelings
- e. having a crush, oftentimes one-sided and short-lived

Love usually involves:

- a. a relationship based on shared interests and ideas
- b. self-giving ("I care about you more than my desire.")
- c. well-mannered behavior
- d. patience and kindness, not jealousy
- e. giving each other the freedom to grow as persons
- f. comforting and peaceful feelings about the relationship
- g. a deepening of the relationship through trials and separations

IV. About Me - Physical

Concept

A. During puberty our bodies change

Objective

1. Identify why changes occur to both boys and girls during puberty

Content

Puberty is a direct result of hormones which are secreted by the endocrine system directly into the bloodstream, where they are carried to other parts of the body. These hormones directly influence changes within the body. The endocrine system is controlled by the pituitary gland. The pituitary gland stimulates the gonads (ovaries and testicles) to begin the changes of puberty. Ovaries produce two hormones, estrogen and progesterone, which cause the changes of puberty in girls. Testicles produce the hormone testosterone, which causes puberty changes in boys. Because each person's pituitary gland stimulates the gonads at different times, each person will experience puberty at a different time and rate.

Puberty in the female involves several changes which are categorized as secondary sexual characteristics. As puberty occurs, reproduction becomes possible. The physical changes of puberty that females experience include the following:

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- d. onset of menstruation (menarche)
- e. development of underarm hair
- f. activation of oil and sweat glands
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Males experience the following physical changes during puberty:

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- b. growth of pubic hair
- c. spontaneous erections
- d. nocturnal emissions
- e. deepening of the voice (growth of larynx)
- f. broadening of the shoulders and muscle development

Concept

B. Understand the anatomy and physiology of the male reproductive system

Objective

1. Outline the passage of the sperm from the testes to the penis

Content

The male reproductive system begins to develop sperm with the onset of puberty. The process by which sperm leave the body is called ejaculation. Upon ejaculation, the sperm travel throughout the reproductive system before exiting the body. The pathway that sperm take is as follows:

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- d. seminal vesicle
- e. prostate gland
- f. urethra
- g. cowper's gland
- h. penis
- i. glans penis

Concept

- C. Understand the anatomy and physiology of the female reproductive system

Objectives

1. Describe ovulation and menstruation

Content

The process by which an egg is released by the ovary is called ovulation. Each ovary contains thousands of eggs which will mature over a woman's lifetime. Usually only one egg a month will mature and be released by the ovaries. The ovaries release hormones which control ovulation.

Hormones not only affect the release of an egg by the mature ovary, but also prepare the uterus to potentially receive the fertilized egg. The uterus each month prepares to receive the egg by the thickening of its lining. If the egg does not become fertilized, this lining, the endometrium, will slough off and be discharged by the uterus. This monthly discharge, mixed with blood, is menstruation. It lasts three to six days. The average time from the beginning of one menstrual period to the next is 28 days, but this cycle will usually vary with each individual.

2. Outline the passage of the ovum from the ovary to the uterus

Content

The woman begins to release mature eggs with the onset of puberty. The process of releasing the egg is called ovulation. When ovulation occurs, the egg enters the fallopian tubes which lead to the uterus. If the egg is fertilized by a sperm, it will likely attach to the uterus. If not, it will proceed through the reproductive tract and disintegrate. If the egg proceeds intact, it passes through the cervix and vagina to the vulva. The vulva is composed of the mons pubis, labia majora and minora, and the clitoris.

Concept

- D. Understand conception, pregnancy, fetal development, and childbirth

Objectives

1. Discuss conception, fetal development and pregnancy

Content

Conception begins with the moment that a sperm cell from the father joins with an egg cell from the mother. This is called fertilization and occurs in the fallopian tubes. The fertilized egg is now called a zygote and will begin to divide into more cells as it travels to the uterus. Upon entering the uterus, the egg will implant in the endometrium of the uterus. Within a few days the uterus forms a placenta, which is made of blood-rich tissue that transfers oxygen and nutrients from the mother to the the embryo. The embryo will be connected to the placenta by the umbilical cord.

The embryo will continue to develop in the uterus for an average of nine months. This fetal development is divided into trimesters. The first trimester begins when implantation occurs and ends with the embryo being called a fetus. The fetus will be very much like a miniature human with all systems beginning to function. The fetus will be about four inches long and weigh about 30 grams. In the second trimester, the fetus will continue to grow in size, and the body parts will continue to become refined. The fetus will weigh a little over a pound and be about 14 inches long. During the third trimester, the fetus primarily gains weight. The fetus will assume a position for birth, weigh an average of six to eight pounds, and reach an average length of 18 to 22 inches.

A woman usually can first tell she is pregnant by the absence of her period, or menses. Other signs of pregnancy may include nausea, breast tenderness, and the frequent need to urinate. The only way to know for sure that she is pregnant is for the woman to have a physician perform a pregnancy test.

2. Discuss the stages of labor during childbirth

Content

The process by which the fetus is born is called labor. Labor is initiated by hormones released by the fetus. These hormones signal the uterus to begin contractions, forcing the infant through the birth canal. Labor is divided into three stages. The first stage begins with uterine contractions occurring at every 15 to 20 minutes and lasting less than a minute. As the first stage continues, the time between contractions decreases while the intensity increases. The first stage ends when the cervix of the uterus is fully dilated at 10 cm (four inches). The second stage of labor begins with the infant moving down the birth canal. This stage may last from a few minutes to an hour. The second stage ends when the infant is completely through the birth canal. The third stage is when the placenta is expelled from the the uterus. The placenta comes through the birth canal, and this stage takes 10 to 15 minutes.

3. Identify several important factors which a woman should consider during pregnancy

Content

Before a woman becomes pregnant, she should practice good health behaviors. When a woman is pregnant she should follow these health behaviors every day of the pregnancy. These behaviors should be consistently practiced before, during, and after pregnancy. They include:

- a. avoiding the use of alcohol or other "recreational drugs"
- b. eating a nutritious diet
- c. controlling sugar intake (if diabetic)
- d. obtaining a rubella immunization at least three months before pregnancy (if not already immune)
- e. limiting exposure to potentially toxic substances or chemicals at work and at home
- f. avoiding strenuous exercise or other activities that significantly raise the body's core temperature
- g. changing prescription drugs to the safest ones for mother and baby
- h. avoiding large doses of vitamins

V. Interpersonal Relationships

Concept

- A. Many times our behavior is affected by people we know

Objectives

1. Discuss the effect peer pressure may have on how we act

Content

We sometimes may feel pressure to engage in unhealthy, unsafe, or illegal activities because we think it is expected of us. We need to have the necessary skills to be assertive and make decisions based on knowledge as it relates to safe, healthy behaviors. We also need to have the necessary skills to refuse being influenced by inappropriate peer pressure.

Concept

- B. Interpersonal relationships are affected by prejudices, stereotyping, and biases

Objectives

1. Examine and describe prejudices, stereotypes, and biases

Content

Images of persons portrayed in the media are often stereotypes which are not accurate or consistent with reality. Prejudices and biases also are often displayed in the media. Personal feelings should not be based on race, sex, age, nationality, or religion. When discussing and describing stereotypes, biases, and prejudices, it is helpful to have a working definition of basic terminology. Some common vocabulary include:

- a. equality - the condition or state of being equal
- b. prejudice - a judgement or opinion formed before the facts are known
- c. discrimination - showing partiality in the treatment of people
- d. chauvinism - an attitude of superiority to members of the opposite sex, with contempt towards others
- e. racism - the belief that certain races of people are, by birth and nature, superior to others
- f. sexism - exploitation and domination of members of one sex by the other

Concept

- C. It is important for us to have both male and female friends

Objective

1. Discuss the importance of having both male and female friends

Content

Friendships are relationships between people without regard to gender. These relationships require consideration for the needs of others. Friendships require attentiveness, listening, and communication skills. These are relationships based on honesty and understanding. Friendships require feedback and are mutual.

VI. Sexuality

Concept

- A. As we mature, our sexuality manifests itself in our behavior

Objectives

1. Define sexuality as an aspect of personality that includes, but is not limited to, sex drive and/or physical desire

Content

Sexuality includes all aspects of maleness and femaleness: sociological, psychological, and biological. Sexual maturity may be defined both physically and psychologically. Sex drive is a normal physiological change, a strong motivator of behavior, and is expressed in a variety of ways. Understanding sex drive helps us control personal behavior and function in socially acceptable ways.

2. Identify a variety of factors that influence sexual behavior

Content

The psychosocial environment may influence sexual behavior. Sexual behavior also may be influenced by the way we perceive ourselves, the way we are perceived by others, and the way we think others perceive us.

3. Distinguish between a person's needs and drives

Content

- a. Needs prompt us to seek ends that must be achieved for us to sustain life
- b. Drives prompt us to seek ends that we wish to fulfill, but that are not essential to sustain life. These feelings can be controlled and re-channeled

VII. Decision-Making

Concept

- A. Everyone can learn the skills of decision-making to help solve problems

Objectives

1. Become aware of the factors that influence decision-making; compare and contrast different styles of decision-making

Content

- a. Good decision-makers feel good about themselves, possess a clear understanding of their values, and have clarified their goals in life.
 - b. Responsible decision-making is not something that just happens; it is a process by which skills are learned.
 - c. A young person with a positive, healthy self-image will often make positive, healthy choices.
 - d. Many decisions are made on the basis of concern for others, including parents/guardians, siblings, friends, peers, church leaders, and teachers.
 - e. Practical considerations, such as time, money, and future consequences, are factors to consider in the decision-making process.
 - f. Fantasizing and straying from reality are two reasons why people sometimes make decisions which are inconsistent with their values and goals.
 - g. Self-esteem and popularity are examples of personal needs and interests that influence decision-making.
 - h. When values and attitudes are incorporated, decisions that are made express inner feelings.
 - i. A personal standard is a form of measurement employed when reaching a decision.
2. Practice skills in examining alternatives and consequences in a given situation

Content

- a. It is important to identify the problem and the extenuating circumstances relative to the decision which needs to be made.
- b. All persons who may be affected by the decision (e.g., boyfriend, girlfriend, friends, parents/guardians) should be considered.
- c. There usually exist several possible ways of resolving a problem.
- d. Consultation with others and gathering information are important in considering all alternative solutions.
- e. Listing all possible outcomes, both positive and negative, for each alternative or course of action may prevent errors in judgement.
- f. After carefully choosing the most appropriate alternative, action should be taken to have the decision carried out.
- g. Many people feel uncomfortable and seek assistance in making decisions that are right for them.
- h. Friends and peers should not be the only source of information and confirmation.
- i. There are many resources available to the decision-maker who requires assistance and guidance: family members, church leaders, school counselors, and special agencies.

3. Comprehend the steps of the decision-making process

Content

The steps of the decision-making process are:

- a. identifying the problem
- b. gathering information about the problem
- c. identifying all alternatives to resolving the problem
- d. identifying all consequences to each alternative
- e. rank-ordering the alternatives
- f. making the decision
- g. acting on the decision
- h. dealing with the consequences

Concept

B. Refusal/reinforcement skills help us make personal decisions

Objective

1. Examine our personal rights and responsibilities

Content

Personal rights include:

- a. saying "NO" and not feeling guilty
- b. expressing feelings
- c. changing our minds
- d. asking for what we want
- e. asking for more information
- f. making our own decisions

Personal responsibilities include:

- a. treating ourselves and others with respect
- b. considering our own and the other person's value
- c. accepting other individuals' "No" without feeling personally rejected
- d. not exploiting other people for personal gain
- e. not allowing others to exploit us

Concept

C. Many people may provide information and advice to assist in the decision-making process

Objectives

1. Analyze information and advice to assist us in making more of our own decisions

Content

An essential part of the decision-making process is to gather information about the problem. As part of this process, we need to consider information and advice from others. Parents/guardians, clergy, teachers, brothers, and sisters can help us gather information and clarify just how we feel about the problem. Each of us must then analyze this information and advice, and determine what would be the best decision.

Concept

D. The decision to practice premarital abstinence has many advantages

Objectives

1. Understand the advantages of abstaining from sexual activity as a teenager

Content

The advantages of abstaining from premarital sexual activity include:

- a. increasing self-esteem
- b. allowing time to acquire mature attitudes toward sexuality
- c. developing age-appropriate relationships
- d. preventing unwanted pregnancy
- e. preventing sexually transmitted diseases (STDs), including AIDS
- f. allowing opportunities to express feelings in new ways

The only way to ensure that problems related to sexual activity do not occur is through the practice of premarital abstinence.

2. Understand the consequences of becoming sexually active

Content

The decision to become sexually active may involve several negative consequences, including a damaged reputation, feelings of guilt, the possibility of contracting an STD, an unplanned pregnancy, or unwanted legal responsibilities (e.g., child support).

EIGHTH GRADE

I. Family Living

Concept

- A. Caring for and encouraging others are responsibilities of all family members

Objectives

1. Cite ways to care for a family member

Content

Some ways that family members care for each other may include sharing and discussing, listening, attending to physical needs, encouraging, and asking for advice or seeking opinions.

2. Describe things that family members have done when we needed help or had a problem

Content

Some ways that family members care for each other may include sharing and discussing, listening, attending to physical needs, encouraging, and asking for advice or seeking opinions.

Concept

- B. In today's society there are various family structures

Objectives

1. Differentiate between various family structures

Content

There are many different types of family structures. These include nuclear families, traditional families, extended families, and other alternative family structures.

2. Examine the importance of the traditional family structure in today's society

Content

There are many advantages to the traditional family structure, including:

- a. provision of stability and security
- b. promotion of family/parental values and morals
- c. fostering of love and respect for ourselves and others
- d. enhancement of positive self-esteem
- e. sharing of responsibilities among family members

Concept

C. Past experiences affect our present perception of life

Objectives

1. Examine several past experiences that have had an effect on our lives

Content

We often perceive our current lives from the vantage point of accumulated past experiences. With each day, we experience many new thoughts, ideas, and feelings that are a result of experiencing new situations. These experiences can be a result of interacting with family, peers, and environment. Many times we can remember vividly an experience that definitely influenced our life perceptions.

2. Inquire into past experiences that have affected the lives of our parents/guardians

Content

Parents/guardians also have experienced events that changed the course of their lives. Examples might include marriage, birth of a child, death of a parent or loved one, or divorce.

3. Compare the experiences of our parents/guardians and ourselves, and examine how these experiences might create cooperation and/or conflict

Content

Parents/guardians and their children may experience cooperation based on shared past experiences that have shaped their outlook on life. A common example may be dating. The thoughts and feelings that parents/guardians experienced when they dated may have been basically the same as the ones their children experience as they date. This may promote cooperation and understanding as parents/guardians and their children discuss family rules about dating.

Concept

D. Children and parents/guardians sometime disagree on how many freedoms and responsibilities a young person should have

Objective

1. Identify and explore several reasons why restrictions are sometimes placed on young people by adults

Content

Adults often place many restrictions on their children. These restrictions may be a result of several factors: past experiences from either their own or older children's lives, fear of the dangers that their child may face, love of the child, or concern for their child's safety and well-being.

Concept

- E. When we try to understand the concerns of our parents/guardians, we can understand their reactions better

Objectives

1. View a problem from a personal position as well as from the position of a caring adult

Content

Children and adults frequently view the same situation in different ways. When parents/guardians or teachers react to a situation with anger, but their real feelings are of fear, it is difficult for us to understand their reaction.

2. Plan for a positive solution to a given problem

Content

Children and adults can work cooperatively to make decisions and support each other. Solutions can be found by many different positive approaches. Discussions, compromises, and the use of the decision-making process are three ways to find a solution.

II. About Me - Emotions

Concept

- A. All emotions can be expressed in healthy ways

Objective

1. Examine different emotions and how to express them in healthy ways

Content

The best way to handle feelings is to be aware of them, to admit they exist, and to express them clearly in a way that is not harmful to ourselves and others. Repressed feelings can emerge as harmful restrictive behavior.

Concept

- B. People are capable of making personal changes

Objective

1. Evaluate strengths and weaknesses

Content

We can often improve our self-esteem by identifying things about ourselves that we consider strengths and weaknesses. We can list these qualities and then solicit feedback from others as to their perceptions of these qualities.

III. About Me - Social

Concept

A. Dating serves many purposes

Objectives

1. Identify the purposes of dating

Content

Dating has several purposes, including:

- a. getting to know ourselves and others better
- b. developing good social relationships and communication skills
- c. learning responsibility and respect
- d. choosing a marriage partner based on common interests and ideas

Communication between couples in a successful dating experience is very important for the exchange of opinions, beliefs, feelings, and attitudes. It is extremely important that the right place is chosen for the first date, as well as for subsequent dates. It is very important that couples do not isolate themselves from friends and families. Suggested dating activities are:

- a. school functions
- b. hobbies
- c. sports events
- d. other group entertainment

Group dating can be a rewarding and exciting experience. It is extremely important that parents/guardians know who we are dating.

2. Realize the difference between infatuation and love

Content

Infatuation commonly involves:

- a. being "in love with love"
- b. feeling possessive or selfish
- c. immaturity ("I can't live without you.")
- d. tense feelings
- e. having a crush, oftentimes one-sided and short-lived

Love usually involves:

- a. a relationship based on shared interests and ideas
- b. self-giving ("I care about you more than my desire.")
- c. well-mannered behavior
- d. patience and kindness, not jealousy
- e. giving each other the freedom to grow as persons
- f. comforting and peaceful feelings about the relationship
- g. a deepening of the relationship through trials and separations

Concept

B. Setting goals helps people prepare for the future

Objective

1. Identify realistic goals and develop strategies for attaining them

Content

It is important for everyone to realize that setting goals and obtaining them are necessary to be successful in life.

IV. About Me - Physical

Concept

A. Understand the anatomy and physiology of the male reproductive system

Objective

1. Outline the passage of the sperm from the testes to the penis

Content

The male reproductive system begins to develop sperm with the onset of puberty. The process by which the sperm leave the body is called ejaculation. Upon ejaculation, the sperm travel throughout the reproductive system before exiting the body. The pathway that sperm take is as follows:

- a. testicle
- b. epididymis
- c. vas deferens
- d. seminal vesicle
- e. prostate gland
- f. urethra
- g. cowper's gland
- h. penis
- i. glans penis

With the onset of puberty, the external genitalia of the male increase in size. The size of the penis and scrotum varies in all boys and is not anything to be concerned about. The function of the genitalia in no way is limited by size.

The one part of the reproductive system that men should be concerned about is the prostate gland. There is a high incidence of cancer of the prostate gland later in life. For this reason, it is recommended that men have regular prostate examinations by a physician. Through these regular examinations, doctors can often detect cancer at an early stage, thereby increasing the survival rate. Another part of the reproductive system that men should regularly examine for cancer is the testicles. Men should perform monthly testicular self-examinations that can provide early detection for lumps that may indicate cancer of the testicles.

Concept

B. Understand the anatomy and physiology of the female reproductive system

Objectives

1. Describe ovulation and menstruation

Content

The process by which an egg is released by the ovary is called ovulation. Each ovary contains thousands of eggs which will mature over a woman's lifetime. Usually only one egg a month will mature and be released by the ovaries. The ovaries release hormones which control ovulation.

Hormones not only affect the release of an egg by the mature ovary but also prepare the uterus potentially to receive the fertilized egg. The uterus prepares each month to receive the egg by the thickening of its lining. If the egg does not become fertilized, this lining, the endometrium, will slough off and be discharged by the uterus. This monthly discharge, mixed with blood, is menstruation. It lasts three to six days. The average time from the beginning of one menstrual period to the next is 28 days, but this cycle will usually vary with each individual.

With the onset of puberty young women should begin to receive regular gynecological examinations and learn how to perform breast self-examination. Gynecological examinations should include the Pap smear, which tests for signs of cervical cancer. If abnormal cells are detected early enough, there is a good chance for survival.

2. Outline the passage of the ovum from the ovary to the uterus

Content

The woman begins to release mature eggs with the onset of puberty. The process of releasing the egg is called ovulation. When ovulation occurs, the egg enters the fallopian tubes which lead to the uterus. If the egg is fertilized by a sperm, it will likely attach to the uterus. If not, it will proceed through the reproductive tract and disintegrate. If the egg proceeds intact, it passes through the cervix and vagina to the vulva. The vulva is composed of the mons pubis, labia majora and minora, and the clitoris.

Concept

- C. Understand conception, pregnancy, childbirth and contraception

Objectives

1. Discuss conception, fetal development, and pregnancy

Content

Conception begins with the moment that a sperm cell from the father joins with an egg cell from the mother. This is called fertilization and occurs in the fallopian tubes. The fertilized egg is now called a zygote and will begin to divide into more cells as it travels to the uterus. Upon entering the uterus, the egg will implant in the endometrium of the uterus. Within a few days the uterus forms a placenta, which is made of blood-rich tissue that transfers oxygen and nutrients from the mother to the embryo. The embryo will be connected to the placenta by the umbilical cord.

The embryo will continue to develop in the uterus for an average of nine months. This fetal development is divided into trimesters. The first trimester begins when implantation occurs and ends with the embryo being called a fetus. The fetus will be very much like a miniature human with all systems beginning to function. The fetus will be about four inches long and weigh about 30 grams. In the second trimester, the fetus will continue to grow in size, and the body parts will continue to become refined. The fetus will weigh a little over a pound and be about 14 inches long. During the third trimester, the fetus primarily gains weight. The fetus will assume a position for birth, weigh an average of six to eight pounds, and reach an average length of 18 to 22 inches.

A woman usually can first tell she is pregnant by the absence of her period, or menses. Other signs of pregnancy may include nausea, breast tenderness, and the frequent need to urinate. The only way to know for sure that she is pregnant is for the woman to have a physician perform a pregnancy test.

2. Discuss the stages of labor during childbirth

Content

The process by which the fetus is born is called labor. Labor is initiated by hormones released by the fetus. These hormones signal the uterus to begin contractions, forcing the infant through the birth canal. Labor is divided into three stages. The first stage begins with uterine contractions occurring at every 15 to 20 minutes and lasting less than a minute. As the first stage continues, the time between contractions decreases while the intensity increases. The first stage ends when the cervix of the uterus is fully dilated at 10 cm (four inches). The second stage of labor begins with the infant moving down the birth canal. This stage may last from a few minutes to an hour. The second stage ends when the infant is completely through the birth canal. The third stage is when the placenta is expelled from the the uterus. The placenta comes through the birth canal, and this stage takes 10 to 15 minutes.

3. Identify several problems for mothers and babies that can be prevented by good health before pregnancy

Content

A woman who does not follow good health practices before and during pregnancy increases the risk to herself and her baby. These risks may include:

- a. greater chance for a low birth-weight baby
- b. greater chance for the baby to be born prematurely
- c. greater chance for the baby to be born with birth defects
- d. greater chance for the mother to experience complications of pregnancy

4. Identify several important factors which a woman should consider during pregnancy

Content

Before a woman becomes pregnant, she should practice good health behaviors. When a woman is pregnant she should follow these health behaviors every day of the pregnancy. These behaviors should be consistently practiced before, during, and after pregnancy. They include:

- a. avoiding the use of alcohol or other "recreational drugs"
 - b. eating a nutritious diet
 - c. controlling sugar intake (if diabetic)
 - d. obtaining a rubella immunization at least three months before pregnancy (if not already immune)
 - e. limiting exposure to potentially toxic substances or chemicals at work and at home
 - f. avoiding strenuous exercise or other activities that significantly raise the body's core temperature
 - g. changing prescription drugs to the safest ones for mother and baby
 - h. avoiding large doses of vitamins
5. Become knowledgeable of family planning and methods of contraception

Content

Individuals and couples often attempt to plan when a pregnancy will occur. This is called family planning and is done through the use of contraception. Contraception is a term that means "preventing pregnancy." There are many types of contraceptive methods from which to choose. Some of these methods are more effective than others. The most effective method is abstaining from sexual intercourse.

Premarital abstinence is the choice of the majority of young people in preventing pregnancy. Abstaining from sexual intercourse has many advantages:

- a. it is 100% effective in preventing pregnancy
- b. it allows a person to grow and mature physically, emotionally, and socially
- c. it fosters new ways of expressing feelings
- d. it reduces the female's risk of cervical cancer, while also lowering both persons' risk of contracting a sexually transmitted disease.

If a person chooses to not abstain from sexual intercourse, there are several other methods of preventing pregnancy. The following questions should be asked when deciding upon the best method:

- a. What are the advantages and disadvantages?
- b. How effective is this method?
- c. How much does it cost?
- d. Does it require a doctor's prescription?

Contraceptives can be grouped in the following categories: non-prescriptive and prescriptive. Non-prescriptive methods include:

- a. abstinence
- b. natural family planning
- c. condoms
- d. contraceptive foams, jellies, and suppositories
- e. contraceptive sponges

Prescriptive methods require a doctor's examination and may also include special procedures. These methods include:

- a. oral contraceptives
- b. diaphragms
- c. IUDs
- d. cervical caps
- e. sterilization by vasectomy or tubal ligation

V. Interpersonal Relationships

Concept

- A. Many times our behavior is affected by people we know

Objective

1. Discuss the effect peer pressure may have on how we act

Content

We sometimes may feel pressure to engage in unhealthy, unsafe, or illegal activities because we think it is expected of us. We need to have the necessary skills to be assertive and make decisions based on knowledge as it relates to safe, healthy behaviors. We also need to have the necessary skills to refuse being influenced by inappropriate peer pressure.

Concept

- B. Teenagers have different attitudes and expectations about dating

Objectives

1. Define sex roles, biological sex, and gender identity

Content

Sex roles or gender roles are related to masculinity or femininity. Biological sex or anatomical sex is determined by genitalia and is either male or female. Gender identity or sex identity is a person's own view of his/her gender as male or female.

2. Examine how sex-role stereotyping influences our attitudes and expectations in dating

Content

Sex-role stereotyping may keep people from developing their natural abilities and personalities. Sexual stereotyping may be reinforced by rejecting persons not conforming to preconceived behaviors.

VI. Sexuality

- A. As we mature, our sexuality manifests itself in our behavior

Objectives

1. Define sexuality as an aspect of personality that includes, but is not limited to, sex drive and/or physical desire

Content

Sexuality includes all aspects of maleness and femaleness: sociological, psychological, and biological. Sexual maturity may be defined both physically and psychologically. Sex drive is a normal physiological change, a strong motivator of behavior, and is expressed in a variety of ways. Understanding sex drive helps us control personal behavior and function in a socially acceptable way.

2. Identify ways in which our lives are affected by sex-roles, gender identity, and sex-role stereotyping

Content

Sex-role stereotyping may keep people from developing their natural abilities and personalities. Sexual stereotyping may be reinforced by rejecting persons not conforming to preconceived behaviors.

3. Understand selected terms used to refer to a variety of sexual acts and expressions

Content

Expressions related to sexual behavior include:

- a. celibacy - the choice to abstain from sexual intercourse
- b. heterosexuality - having an attraction to or sexual desire for a member of the opposite sex
- c. homosexuality - having an attraction to or sexual desire for a member of the same sex
- d. masturbation - self-stimulation by physical manipulation of the body for the purpose of sexual gratification
- e. bisexuality - having an attraction to or sexual desire for both sexes

VII. Decision-Making

Concept

- A. Everyone can learn the skills of decision-making to help solve problems

Objectives

1. Become aware of the factors that influence decision-making; compare and contrast different styles of decision-making

Content

- a. Good decision-makers feel good about themselves, possess a clear understanding of their values, and have clarified their goals in life.
- b. Responsible decision-making is not something that just happens; it is a process by which skills are learned.
- c. A young person with a positive, healthy self-image will often make positive, healthy choices.
- d. Many decisions are made on the basis of concern for others, including parents/guardians, siblings, friends, peers, church leaders, and teachers.
- e. Practical considerations, such as time, money, and future consequences, are factors to consider in the decision-making process.
- f. Fantasizing and straying from reality are two reasons why people sometimes make decisions which are inconsistent with their values and goals.
- g. Self-esteem and popularity are examples of personal needs and interests that influence decision-making.
- h. When values and attitudes are incorporated, decisions that are made express inner feelings.
- i. A personal standard is a form of measurement employed when reaching a decision.

2. Amplify and practice skills in examining alternatives and consequences in a given situation

Content

- a. It is important to identify the problem and the extenuating circumstances relative to the decision which needs to be made.
- b. All persons who may be affected by the decision (e.g., parents/guardians and other family members, boyfriend, girlfriend) should be considered.
- c. There usually exist several possible ways of resolving a problem.
- d. Consultation with family and others, and gathering information are important in considering all alternative solutions.
- e. Listing all possible outcomes, both positive and negative, for each alternative or course of action may prevent errors in judgement.
- f. After carefully choosing the most appropriate alternative, action should be taken to have the decision carried out.
- g. Many people feel uncomfortable and seek assistance in making decisions that are right for them.
- h. Our families should be our first source of information and confirmation. Then we may turn to friends and peers.
- i. There are many resources available to the decision-maker who requires assistance and guidance: family members, church leaders, school counselors, and special agencies.

3. Comprehend the steps of the decision-making process

Content

The steps of the decision-making process are:

- a. identifying the problem
- b. gathering information about the problem
- c. identifying all alternatives to resolving the problem
- d. identifying all consequences to each alternative
- e. rank-ordering the alternatives
- f. making the decision
- g. acting on the decision
- h. dealing with the consequences

Concept

- B. Refusal/reinforcement skills help in making personal decisions

Objective

1. Develop an awareness of our personal rights and responsibilities

Content

Personal rights include:

- a. saying "NO" and not feeling guilty
- b. expressing feelings
- c. changing our minds
- d. asking for what we want
- e. asking for more information
- f. making our own decisions

Personal responsibilities include:

- a. treating ourselves and others with respect
- b. considering our own and the other person's value
- c. accepting other individuals' "No" without feeling personally rejected
- d. not exploiting other people for personal gain
- e. not allowing others to exploit us

Concept

C. Making decisions about sexual behavior involves choices and consequences

Objectives

1. Understand the advantages of abstaining from sexual activity as a teenager

Content

The advantages of practicing premarital abstinence include:

- a. 100% effectiveness in preventing pregnancy
- b. time allowed for a young person to grow and mature physically, emotionally and socially
- c. opportunity to express feelings in new ways
- d. increased self-esteem
- e. prevention of STDs and AIDS

2. Understand the consequences of not practicing premarital abstinence as a teenager

Content

Consequences of not practicing premarital abstinence as a teenager include:

- a. unwanted pregnancy
- b. damaged reputation
- c. peer acceptance/rejection
- d. contracting sexually-transmitted diseases
- e. contracting AIDS
- f. feelings of guilt
- g. interrupted educational opportunities
- h. financial responsibility for child support

3. Consider the choices and consequences of engaging in sexual behavior

Content

When we make decisions to abstain from sexual activity or to become sexually active, many outcomes must be considered. As part of the decision-making process, we should gather information about our own values, the values of the other person, and the values of our parents/guardians, church leaders, and peers. Each of us should also ask many questions, including:

- a. How will this affect my relationships with others?
- b. Will this affect me physically, emotionally, or socially?
- c. Am I ready for this type of responsibility and level of relationship?
- d. What might be the consequences?
- e. What choices do I have?
- f. What are my legal and financial responsibilities in the support of a child?

HIGH SCHOOL

I. Family Living

Concept

- A. Marriage is a social institution that provides for family life

Objectives

1. Determine the importance of careful mate selection

Content

An individual tends to marry one who shares similar background and experience. It is important that couples who plan to marry have common interests and personality traits.

Individuals who have similar beliefs in areas needing shared decision-making (e.g., parenting, finances) before they marry, are more likely to have these beliefs in common after marriage.

2. Recognize the importance of mutual commitment when planning for marriage

Content

Both partners should realize that the decision they have made to marry should be emotionally and legally binding. When this strong commitment takes place before marriage, the husband and wife are more likely to make decisions together and compromise when necessary.

Concept

- B. Numerous factors influence a married couple's decision to become parents

Objectives

1. Determine the hereditary and environmental influences on the development of the child

Content

Many factors affect the development of a child, both prenatally and postnatally. One influence is genetic inheritance. The genes inherited from both mother and father determine the genetic makeup of each person. A second major influence is the environment, which includes everything that the child is exposed to in his/her life (e.g., nutrition, drugs, and family).

2. Recognize social and psychological readiness for effective parenting by both husband and wife

Content

There are several factors we should consider in determining readiness to become effective parents. These include attitudes toward children, lifestyle changes, commitment, and parental responsibilities.

3. Calculate the cost of parenting

Content

The cost of being a parent and rearing children has many variables. Cost factors relative to prenatal care, delivery, and child rearing should be considered.

4. Analyze problems and consequences that may be faced by an individual not prepared for parenting

Content

Individuals who are not prepared for the responsibilities of parenting may face many social, emotional, and mental problems. These could include losing opportunities in education and career, as well as suffering from emotional stress.

Concept

- C. Before becoming parents, it is essential for a married couple to be emotionally, physically, and socially prepared to accept the responsibilities of parenthood

Objectives

1. Examine the risks of teenage pregnancy for the individuals, both male and female, the family, and society

Content

Teenage pregnancy may pose many problems for the mother and father. Physically, the mother and baby will be at risk. Teen mothers often have problems related to nutrition, physical maturity, and childbirth complications. The baby of a teen will face a greater risk of being born with low birth-weight and birth defects.

Emotionally, the mother and father who are ill-prepared to be parents may feel resentment, anger, and stress on the marriage when the baby comes. There may be a greater risk of child neglect and abuse. Socially, the mother and father may experience problems in continuing their education, financing the family, and enjoying social activities with their peers.

Concept

- D. A nurturing environment is necessary for optimum growth of children from infancy through adolescence

Objectives

1. Identify parenting styles and strategies

Content

Parents/guardians may assume several different styles of parenting. These include permissive, democratic, and strict styles. All of these styles use various forms of encouragement, character building, and guiding behavior.

2. Review the characteristics of effective parents/guardians

Content

Parents/guardians who are effective in raising families often share many common characteristics. Some positive parenting characteristics include maturity, good communication skills, stability, the ability to love, and responsiveness. Effective parents/guardians also are sensitive to the child's needs, conscientious, knowledgeable about child development, and possessing of a sense of humor.

3. Understand the value of shared parenting

Content

It is important for both the husband and wife to assume shared responsibilities for child rearing. Responsibilities should be divided and support provided by each spouse. The child should be able to identify with both male and female role models. In addition, shared parenting should include an economic partnership.

4. Identify available community agencies and support systems

Content

Parents/guardians and families have access to many community agencies from which to draw support and assistance. These agencies may be local, state, or national organizations, as well as religious groups.

Concept

E. Today's changing lifestyles result in diverse parenting situations

Objective

1. Compare the different types of parental structures

Content

Children are parented under many different family structures. The most common model is the traditional structure in which the mother and father are both present. Other structures include single, adoptive, foster and step-parent families.

Concept

F. Parents/guardians should provide the best environment possible to help the child achieve his/her full potential

Objectives

1. Realize the influence of others on the development of young children

Content

The development of young children is a result of many factors. Perhaps most important is the influence of significant others, caregivers, and other children.

2. Summarize the desirable qualities of caregivers

Content

Many people can be caregivers. Besides parents, other caregivers can be aunts, uncles, grandparents, and day-care providers. These caregivers should possess certain qualities, including being loving, nurturing, knowledgeable of children's needs, patient, and understanding.

3. Evaluate the many kinds of day-care facilities

Content

When a parent or caregiver looks for a temporary, alternative nurturing environment, he/she must consider the physical facilities, teacher-child ratio, licensing, costs, and program structure.

4. Examine the special concerns of latch-key children

Content

Latch-key children are young people who are at home when parents or caregivers are not present. These young people have many special problems and concerns, including social isolation, personal safety, available resources, and survival skills.

Concept

- G. Exceptional children require special parenting skills

Objectives

1. Recognize handicapped children and their needs

Content

Handicapped children have physical, emotional, and social needs that are similar to others. Handicapping conditions may be identified through a variety of methods and can be classified as either physical or mental. Many resources exist for these children to help them meet their needs. Perhaps the most important resource available to the handicapped child is the school. It provides services designed to meet the needs of each child.

2. Understand the circumstances and need for institutional care and its effect on families

Content

In some situations it is necessary for handicapped individuals to be institutionalized. In these cases, the family cannot provide for the needs of the individual. Institutional schools and homes include those designed for the mentally disabled, the deaf/blind, and the physically handicapped. These schools and homes can help minimize stress on families and individuals.

3. Recognize the needs of gifted children

Content

Some young people can be identified as either intellectually or creatively gifted. The gifted have many physical, emotional, and social needs, as do all children.

Concept

H. Children have the right to full support from their mothers and fathers

Objective

1. Understand the basic reasoning, concepts, and terminology related to child support

Content

Every child has the right to be supported financially by his/her parents. Being divorced or being unmarried does not mean parents can ignore the responsibility to support their child. Child support is a court-ordered amount of money that is for the support of a child. The amount is based on the parent's income, the needs of the child, and the parent's ability to pay. Terminology related to child support includes:

- a. Child support - an amount set by the courts to be paid by the legally responsible parent to provide for the financial needs of a child
- b. Paternity - determination of the father
- c. Custodial parent - parent with whom the child lives
- d. Absent parent - parent not abiding in the home with the custodial parent and child
- e. Responsible parent - parent ordered to pay child support
- f. Obligation amount - amount set by the courts to be paid by the responsible parent for the financial needs of the child
- g. County attorney - the elected official who has the responsibility, through contract with the Division of Child Support Enforcement, to represent the custodial parent in child support cases
- h. Automatic wage withholding - a payment mechanism by which child support payments are withheld from a responsible parent's pay
- i. Court order - a determination by the judge

2. Explain how paternity is established

Content

It is very important to establish paternity in the case of child support. Paternity is established through a blood test, which is accurate 99% of the time. This blood test may be required by a court order. If a mother instigates a suit for child support, it is very important for the identity of the father to be established early in the court process. Once paternity has been established, the father cannot refuse to pay child support.

3. Understand how obligation amounts are handled by the courts

Content

Once the obligation amount has been ordered by the courts, it is important for the responsible parent to fulfill the obligation. The responsible parent will be ordered to pay support regardless of age or income. The courts may automatically withhold child support from the responsible parent's wages. It is also important to realize that the responsible parent cannot escape responsibilities by moving to another state. Other states now respect court orders from Kentucky and will assist in enforcing the law.

If the custodial parent marries or remarries, the parent ordered to pay the support must still pay until the child reaches majority (18 years of age). The parent who wishes to establish child support can get assistance from the local county attorney. The local county attorney can assist with establishing obligatory amounts, collection, and, for a small fee, establishing paternity.

4. Understand the consequences of being guilty of nonsupport

Content

A parent is guilty of nonsupport when he/she: (1) fails to provide support he/she can reasonably provide and knows he/she has a duty to provide; or (2) fails to pay the full court-ordered obligation amount and is delinquent for two months. Nonsupport is a Class A misdemeanor and, for a second offense, the responsible parent shall receive a minimum jail sentence of seven days. For a third or subsequent offense, the responsible parent shall receive a minimum sentence of 30 days in jail.

A responsible parent is guilty of flagrant nonsupport when the parent persistently fails to provide support (1) which can be reasonably provided; (2) which he/she knows he/she has a duty to provide; and (3) when the failure to pay results in:

- a. arrearage of not less than \$1,000, or
- b. six consecutive months without payment or support, or
- c. the child being placed in destitute circumstances (i.e., the child becomes a recipient of public assistance)

Flagrant nonsupport is a class D felony, a criminal offense, punishable by imprisonment.

II. About Me - Emotions

Concept

- A. Self-concept is developed through interaction with others. Self-concept may affect behavior in positive and/or negative ways

Objective

1. Analyze the relationship between a positive view of ourselves and the realization of human potential

Content

Self-concept is influenced by interaction with other people and the responses received from this interaction. Family members support or discourage development of positive self-concepts both socially and by providing for basic needs. Self-concept affects behavior.

Concept

- B. Adolescence is the transitional period between childhood and adulthood

Objective

1. Identify the unique emotional characteristics of adolescents

Content

The emotional/intellectual characteristics of an adolescent are very unique. This period represents a time of self-awareness and discovery. We are having to deal with new emotions, needs, and problems. Common needs and feelings of adolescents center around love, achievement, self-worth, family, friends, dating, goal-setting, career development, and problem-solving.

Concept

- C. Early adulthood generally occurs around the age of twenty

Objective

1. Examine emotional changes which take place during early adulthood

Content

During early adulthood, the emotional component of a person's total health emphasizes continuation of self-discovery and awareness. We continue to search for an awareness of personal values, feelings and attitudes. The need for career and goal identification demands a great deal of attention.

III. About Me - Social

Concept

- A. Adolescence is the transitional period between childhood and adulthood

Objective

1. Identify the unique social characteristics of adolescents

Content

The social health component of adolescence involves great transition. As young children, we rely on the family for a majority of our social development. As we enter adolescence, this reliance shifts more from the family to friends and peers. During this time, we develop many new friendships and may commonly begin dating.

Concept

- B. Early adulthood generally occurs around the age of twenty

Objective

1. Examine social changes that take place during early adulthood

Content

As in adolescence, social health changes related to early adulthood can be very dramatic. The transition from social reliance on the family to peers continues to the point where we establish a great deal of independence. Given this independence, we typically form intimate relationships through dating, marriage, and parenthood.

Concept

- C. Adolescents striving for independence from parents are naturally attracted to peers

Objective

1. Recognize the effects of peer pressure

Content

Everyone experiences peer pressure. Adolescents are particularly influenced by peer pressure. It is at this time that we seek independence from the family, and commonly seek support from friends and peers. Peer pressure has a great deal of influence on adolescents relative to self-development, values clarification, and decision-making.

Concept

- D. In order to live successfully in today's society, we must not view a person simply as male or female, but also as an individual

Objectives

1. Differentiate between role expectations for males and females

Content

Traditionally, males and females have been given assigned roles within society. Modern society still assigns these roles, but changes have occurred. Many people have learned that these roles can be performed equally well by both sexes. This shift in role perception has been influenced by several factors, including family, peers, and mass media.

2. Outline the role responsibilities of males and females as they relate to home and work

Content

Traditionally there have been distinct lines drawn between men and women as they related to home and work. Men have supplied the economic support for the family, while women have been responsible for the home and child rearing. Often this separation of roles still exists in today's society. However, the roles of men and women have become less distinct. Economic considerations, children, and home responsibilities all must be considered when the roles are assumed. Today, both mother and father in many families work outside the home, and home responsibilities have become shared.

IV. About Me - Physical

Concept

- A. Adolescence is the transitional period between childhood and adulthood

Objective

1. Identify the unique physical characteristics of adolescents

Content

Adolescents will eventually experience two stages of physical development as they mature: the growth spurt and puberty. The growth spurt involves an accelerated period of physical growth and development. Puberty involves changes which occur in the body to indicate physical sexual maturity. Puberty is a direct result of an increase in hormonal level in the body. Each person will experience both the growth spurt and puberty at a different time and rate.

Puberty in the female involves several changes which are categorized as secondary sexual characteristics. As puberty occurs reproduction becomes possible. The physical changes of puberty that females experience include the following:

- a. breast development
- b. widening of the pelvic girdle
- c. growth of pubic hair
- d. onset of menstruation (menarche)
- e. development of underarm hair
- f. activation of oil and sweat glands
- g. growth of genitalia

Males experience the following physical changes during puberty:

- a. development of genitalia
- b. growth of pubic hair
- c. spontaneous erections
- d. nocturnal emissions
- e. deepening of the voice (growth of larynx)
- f. broadening of the shoulders and muscle development

Concept

- B. Early adulthood generally occurs around the age of twenty

Objective

1. Examine the physical changes which occur during early adulthood

Content

During the time of early adulthood, both males and females experience a completion of their growth cycle. Development of all body systems is now complete. The major changes in our physical health are now related to behaviors or lifestyles. The physical appearance of our bodies is now influenced by how much we exercise and eat.

Concept

- C. A basic knowledge of the male and female reproductive systems is necessary in order to understand the normal functioning of the human body in the procreation of the human race

Objectives

1. Identify the structures and functions of the male reproductive system

Content

The male reproductive system can be classified according to external and internal organs. The male reproductive system includes the following:

external

- a. glans penis
- b. penis
- c. scrotum

internal

- a. testicles
- b. epididymis
- c. vas deferens
- d. seminal vesicle
- e. prostate
- f. urethra
- g. cowper's gland

The reproductive system of the male is directed towards the production of male sex hormones, and the development and release of sperm.

2. Identify the structures and functions of the female reproductive system

Content

The female reproductive system can be classified into external and internal organs. The female reproductive system includes the following:

external (vulva)

- a. mons pubis
- b. labia (internal and external)
- c. clitoris
- d. urethra
- e. vagina

internal

- a. vagina
- b. cervix
- c. uterus
- d. fallopian tubes
- e. ovaries

Each organ of the female reproductive system has very specific functions which are directed towards two goals: the production of female sex hormones, and the development and release of a mature egg each month.

Concept

- D. Conception is the uniting of the human reproductive cells which results in pregnancy

Objectives

1. Discuss conception, fetal development and pregnancy

Content

Conception begins with the moment that a sperm cell from the father joins with an egg cell from the mother. This is called fertilization and occurs in the fallopian tubes. The fertilized egg is now called a zygote and will begin to divide into more cells as it travels to the uterus. Upon entering the uterus, the egg will implant in the endometrium of the uterus. Within a few days the uterus forms a placenta, which is made of blood-rich tissue that transfers oxygen and nutrients from the mother to the the embryo. The embryo will be connected to the placenta by the umbilical cord.

The embryo will continue to develop in the uterus for an average of nine months. This fetal development is divided into trimesters. The first trimester begins when implantation occurs and ends with the embryo being called a fetus. The fetus will be very much like a miniature human with all systems beginning to function. The fetus will be about four inches long and weigh about 30 grams. In the second trimester, the fetus will continue to grow in size, and the body parts will continue to become refined. The fetus will weigh a little over a pound and be about 14 inches long. During the third trimester, the fetus primarily gains weight. The fetus will assume a position for birth, weigh an average of six to eight pounds, and reach an average length of 18 to 22 inches.

A woman usually can first tell she is pregnant by the absence of her period, or menses. Other signs of pregnancy may include nausea, breast tenderness, and the frequent need to urinate. The only way to know for sure that she is pregnant is for the woman to have a physician perform a pregnancy test.

2. Identify several problems for mothers and babies that can be prevented by good health before pregnancy

Content

A woman who does not follow good health practices before and during pregnancy increases the risk to herself and her baby. These risks may include:

- a. greater chance for a low birth-weight baby
 - b. greater chance for the baby to be born prematurely
 - c. greater chance for the baby to be born with birth defects
 - d. greater chance for the mother to experience complications of pregnancy
3. Identify several important factors which a woman should consider during pregnancy

Content

Before a woman becomes pregnant, she should practice good health behaviors. When a woman is pregnant she should follow these health behaviors every day of the pregnancy. These behaviors should be consistently practiced before, during, and after pregnancy. They include:

- a. avoiding the use of alcohol or other "recreational drugs"
- b. eating a nutritious diet
- c. controlling sugar intake (if diabetic)
- d. obtaining a rubella immunization at least three months before pregnancy (if not already immune)
- e. limiting exposure to potentially toxic substances or chemicals at work or home

- f. avoiding strenuous exercise or other activities that significantly raise the body's core temperature
- g. changing prescription drugs to the safest ones for mother and baby
- h. avoiding large doses of vitamins

4. Understand the concepts of menstruation

Content

Hormones not only affect the release of an egg by the mature ovary, but also prepare the uterus to potentially receive the fertilized egg. Each month the uterus prepares to receive the egg by a thickening of its lining. If the egg does not become fertilized, this lining, which is called the endometrium, will slough off and be discharged by the uterus. This monthly discharge, mixed with blood, is menstruation. It lasts three to six days. The average time from the beginning of one menstrual period to the next is 28 days, but this cycle usually varies with each individual.

Concept

- E. Males and females must accept the responsibility of maintaining a healthy reproductive system

Objective

1. Recommend preventive procedures for maintaining a healthy reproductive system for the female

Content

Females should practice several preventive behaviors which will help maintain a healthy reproductive system. One is early detection of breast cancer by performing monthly breast self-examinations. These can be performed in the privacy of the home and will build a good foundation for the detection of breast cancer. A woman should also regularly schedule a physician's examination to detect breast cancer. The physician can perform either a mammography or thermography.

A second preventive behavior for a woman to follow is regularly scheduled examinations performed by a physician to detect cervical cancer. This examination, the Pap smear, provides a reliable test that can detect cervical cancer in its earlier stages. A woman should also consult a physician in case vaginal irritation, or vaginitis, occurs.

2. Recommend preventive procedures for maintaining a healthy reproductive system for the male

Content

Males should practice two preventive behaviors that provide early cancer detection and help assure a healthy reproductive system. First, the male should have a physician perform a regular prostate examination. Second, the male should perform a monthly testicular self-examination.

V. Interpersonal Relationships

Concept

A. "Communication" is any behavior that carries messages to others

Objectives

1. Identify various levels of communication

Content

Several different levels of communication exist. These include:

- a. cliché
- b. reporting facts about others
- c. telling ideas
- d. sharing feelings
- e. peak communication

The higher the level of communication, the better its quality.

2. Describe patterns of communication

Content

Just as there are levels of communication, there are different patterns of communication, including:

- a. placating
- b. blaming
- c. computing
- d. distracting
- e. leveling

3. Explain nonverbal communication

Content

We can communicate with the positioning and posture of our bodies. Most emotions can be expressed in this manner. Also, the distance between bodies communicates nonverbally. Proximity may be intimate, personal, social, or public.

Concept

B. Communication is vital to effective relationships

Objectives

1. Identify possible barriers to effective communication

Content

Many barriers exist which prevent quality communication. Six of the most common are physical handicaps, cultural differences, emotional reactions, fear of rejection when sharing inner thoughts, stereotyping, and the inability to articulate.

2. Demonstrate ways to improve communication

Content

Communication can be improved by the use of several techniques. One is to practice expressing messages in the sense of "I." A second is to paraphrase and give feedback. Another method is to improve listening skills.

Concept

- C. The ability to constructively handle common daily conflicts contributes to the total well-being of the individual

Objectives

1. Define "conflict"

Content

A conflict is a disagreement or an argument with another person. Conflicts may be the result of many factors, but the most common are lack of communication and the seeking of different goals.

2. Identify ways in which conflict can be handled constructively

Content

The consequences of conflict may be positive or negative. This is usually dependent upon how the conflict is handled. If conflicts are handled constructively, the resolution will usually be positive. Constructive approaches in handling conflict include improving communication and decision-making skills. We should identify the goals we wish to gain in our relationship with other persons. Conflict can also be handled in a destructive manner. Some individuals withdraw and become silent, while others may lose control and become violent.

VII. Decision-Making

Concept

- A. Everyone can learn the skills of decision-making to help solve problems

Objectives

1. Become aware of the factors that influence decision-making; compare and contrast different styles of decision-making

Content

- a. Good decision-makers feel good about themselves, possess a clear understanding of their values, and have clarified their goals in life.
- b. Responsible decision-making is not something that just happens; it is a process by which skills are learned.
- c. A young person with a positive, healthy self-image will often make positive, healthy choices.

- d. Many decisions are made on the basis of concern for others, including parents/guardians, siblings, friends, peers, church leaders, and teachers.
 - e. Practical considerations, such as time, money, and future consequences, are factors to consider in the decision-making process.
 - f. Fantasizing and straying from reality are two reasons why people sometimes make decisions which are inconsistent with their values and goals.
 - g. Self-esteem and popularity are examples of personal needs and interests that influence decision-making.
 - h. When values and attitudes are incorporated, decisions that are made express inner feelings.
 - i. A personal standard is a form of measurement employed when reaching a decision.
2. Amplify and practice skills in examining alternatives and consequences in a given situation

Content

- a. It is important to identify the problem and the extenuating circumstances relative to the decision which needs to be made.
 - b. All persons who may be affected by the decision (e.g., boyfriend, girlfriend, friends, parents/guardians) should be considered.
 - c. There usually exist several possible ways of resolving a problem.
 - d. Consultation with others and gathering information are important in considering all alternative solutions.
 - e. Listing all possible outcomes, both positive and negative, for each alternative or course of action may prevent errors in judgement.
 - f. After carefully choosing the most appropriate alternative, action should be taken to have the decision carried out.
 - g. Many people feel uncomfortable and seek assistance in making decisions that are right for them.
 - h. Friends and peers should not be the only source of information and confirmation.
 - i. There are many resources available to the decision-maker who requires assistance and guidance: family members, church leaders, school counselors, and special agencies.
3. Comprehend the steps of the decision-making process

Content

The steps of the decision-making process are:

- a. identifying the problem
- b. gathering information about the problem
- c. identifying all alternatives to resolving the problem
- d. identifying all consequences to each alternative
- e. rank-ordering the alternatives
- f. making the decision
- g. acting on the decision
- h. dealing with the consequences

Concept

- B. Values and goals provide a framework within which each of our needs are met

Objectives

1. Understand the complexities of values formation

Content

Our attitudes and beliefs are the basis of personal value systems. Values are the personal standards by which people live. The value system of a person is usually formed by family, religion, and education. Values help determine how we behave. A person with a well-developed value system tends to base decisions on experience and sound judgement. We are constantly examining and clarifying our values, and this examination may lead us to adopt different values or strengthen existing ones.

2. Relate the contribution of clearly defined goals to personal achievement

Content

Goals are steps in development, or skills which we strive to achieve. Goals may be established in all areas of life, and they help establish a direction for healthy positive changes. Goals can be short-term, intermediate, or long-range. We can learn to develop good goal-setting skills by the following steps:

- a. deciding upon one thing on which we want to work
- b. listing what we will do to reach our goal
- c. giving ourselves an identified period of time to reach our goal
- d. stating a reward for ourselves for achieving our goal

We should constantly be establishing new goals while evaluating existing ones. Obstacles to goals should be identified and dealt with in an appropriate manner.

Concept

- C. Adolescents striving for independence from parents/guardians are naturally attracted to peers

Objective

1. Discuss ways to resist negative peer pressure

Content

There are many ways in which we can resist peer pressure. One of the best is to develop a trusting and secure relationship with parents/guardians. Parents/guardians can help instill confidence in making decisions that are healthy and safe. A second way to resist negative peer pressure is to learn how to effectively utilize the decision-making process. A third method is to practice related refusal/reinforcement skills, including the following:

- a. saying "NO" and not feeling guilty
- b. expressing our feelings
- c. changing our minds
- d. asking for what we want
- e. asking for more information
- f. making our own decisions

Concept

- D. The decision to become sexually active or not to become sexually active is difficult to make

Objectives

1. Understand the advantages of abstaining from premarital sexual activity

Content

In delaying sexual intimacy, a young person acknowledges the need for time to mature emotionally, socially, and morally. He/she emphasizes the importance of mastering the body's drives and appetites rather than becoming enslaved by them. Through the practice of abstinence, a young person also shows that he/she cares enough to afford others the opportunity to mature without undue stress, pressure, and conflict.

The advantages of abstaining from premarital sexual activity include:

- a. increasing self-esteem
- b. allowing time to acquire mature attitudes toward sexuality •
- c. developing age-appropriate relationships
- d. preventing unwanted pregnancy
- e. preventing sexually transmitted diseases (STDs), including AIDS

The only way to ensure that problems related to sexual activity do not occur is through the practice of premarital abstinence.

2. Understanding the consequences of becoming sexually active

Content

The decision to become sexually active may involve several consequences. These may be negative in nature, and may include a tarnished reputation, feelings of guilt, contracting an STD, or an unplanned pregnancy.

When we make decisions to abstain from sexual activity or to become sexually active, many outcomes must be considered. As part of the decision-making process, we should gather information about our own values, the values of the other person, and the values of our parents/guardians, church leaders, and peers. Each of us should also ask many questions, including:

- a. How will this affect my relationships with others?
- b. Will this affect me physically, emotionally, or socially?
- c. Am I ready for this type of responsibility and level of relationship?
- d. What might be the consequences?
- e. What choices do I have?
- f. What are my legal and financial responsibilities in the support of a child?

3. Understand that there are many different types of sexual decisions which affect our lives

Content

We have to make many sexual decisions in our lives. Decisions are made throughout dating, marriage and parenting. One of the most personal decisions we have to make relates to family planning. Family planning is accomplished through the use of birth control. There are many different types of birth control methods from which to choose. Some of these methods are more effective than others. The one method we can choose that is most effective is abstinence from sexual intercourse.

Premarital abstinence is the choice of the majority of young people in preventing pregnancy. Abstaining from sexual intercourse has many advantages:

- a. it is 100% effective in preventing pregnancy
- b. it allows a person to grow and mature physically, emotionally, and socially
- c. it fosters new ways of expressing feelings
- d. it reduces the female's risk of cervical cancer, while also lowering both persons' risk of contracting a sexually transmitted disease

If a person chooses to not abstain from sexual intercourse, there are several other methods of preventing pregnancy. We should ask the following questions when deciding upon the best method:

- a. What are the advantages and disadvantages?
- b. How effective is this method?
- c. How much does it cost?
- d. Does it require a doctor's prescription?

Contraceptives can be grouped in the following categories: non-prescriptive and prescriptive. Non-prescriptive methods include:

- a. abstinence
- b. natural family planning
- c. condoms
- d. contraceptive foams, jellies, and suppositories
- e. contraceptive sponges

Prescriptive methods require a doctor's examination and may also include special procedures. These methods include:

- a. oral contraceptives
- b. diaphragms
- c. IUDs
- d. cervical caps
- e. sterilization by vasectomy or tubal ligation

Concept

- E. The welfare of both the unborn child and the expectant parents should be carefully evaluated in an unplanned pregnancy

Objectives

1. Discuss the available resources for counseling students, both male and female, who face an unplanned pregnancy

Content

Counseling is strongly recommended for students, both male and female, who face unplanned pregnancy. The students' parents/guardians should be their first resource for advice and guidance. Other counseling resources available to both the students and their parents/guardians are:

- a. church officials and religious personnel
- b. school counselors, psychologists, or social workers
- c. community agencies, such as comprehensive care, social services, or marriage and family centers
- d. medical personnel in health departments, private practice, or public institutions

NOTE: Every school district should have policies developed which outline procedures to be followed when counseling students facing pregnancies. All guidance counselors should be trained to assist the students.

2. Examine the alternatives available to cope with an unplanned pregnancy

Content

Several different alternatives exist to cope with an unplanned pregnancy. Each of these alternatives has positive and negative consequences which must be considered when making a decision about the pregnancy. Available alternatives include the following:

- a. beginning a family unit through marriage or through single parenthood
- b. placing the child up for adoption
- c. placing the child in settings of temporary parenting, such as foster care, private institutions, or church-affiliated care

AIDS/STD Curriculum

Kindergarten to Second Grade

Concept

- A. There are many factors which contribute to illness, infection, disease, and well-being

Objectives

1. Distinguish between sickness and health

Content

Many definitions exist for the word "health." One frequently cited definition states that health is total physical, mental, and social well-being, not just freedom from sickness or ailments. We can easily draw a comparison between sickness and health by identifying some of the physical symptoms we have experienced when we have had colds or flu.

2. Realize that some, but not all, illnesses are contagious

Content

Diseases can be classified into two major groups, communicable and non-communicable. Communicable diseases can be spread from person to person. They are predominately caused by microscopic viruses and bacteria. Some communicable diseases include colds, flu, measles, mumps, chicken pox, strep throat, and AIDS. AIDS is a communicable disease that is very hard to get, and it is not transmitted through casual contact.

Noncommunicable diseases are not infectious and cannot be spread from person to person. Noncommunicable diseases may be called lifestyle diseases because a person's health behaviors often determine if a disease will develop. Some non-communicable diseases include heart disease, cancer, and diabetes mellitus.

3. Name some childhood diseases

Content

Some common childhood diseases include colds, flu, chicken pox, and strep throat. AIDS is not a common childhood disease and is not commonly contracted by children. A person cannot get AIDS just being by near or touching someone who is infected.

4. Recognize that certain factors cause illness

Content

Illnesses are caused by many factors. Noncommunicable diseases may be caused by the types of health behaviors that we practice. Many noncommunicable diseases can be linked to smoking, lack of exercise, poor nutrition, and the environment.

Communicable diseases are caused by microscopic agents such as viruses and bacteria. Normally our bodies can defend themselves against these agents. We can make ourselves more susceptible by not getting enough sleep or not eating the proper nutritious foods. Also, if personal hygiene practices are neglected, we can become more susceptible to illness and disease.

5. Describe feeling well

Content

A concept which is frequently used to describe good health is "wellness." Wellness is defined as a way of living each day, with our choices and decisions based on healthy attitudes. Individual wellness is constantly changing through interaction with others and the environment.

We frequently express feeling well by describing our level of energy, how we feel about ourselves, and the lack of physical symptoms of illness.

Concept

- B. There are ways to minimize infection, sickness, and disease, and to improve our well-being

Objectives

1. Cite ways in which disease or sickness can be transmitted.

Content

Communicable diseases can be transmitted in several ways. Infectious agents can be found in humans, animals, soil, air, food, and water. There are many methods of transmission, including:

- a. sneezing agents into the air
- b. touching a person or object that has come into contact with the agent
- c. drinking and eating contaminated food and water (e.g., drinking after someone)

There has been no medical evidence to suggest that AIDS is transmitted through casual contact.

2. Describe methods of preventing the spread of illness and disease

Content

The transmission of disease can be prevented by following several basic health behaviors related to personal hygiene. These health behaviors include:

- a. covering the mouth when coughing or sneezing
- b. washing the hands after coughing or sneezing
- c. discarding used tissues
- d. not sharing glasses, towels, or toothbrushes
- e. keeping bed linens clean
- f. sanitizing thermometers

3. Suggest some personal habits that may prevent the spread of some sicknesses and diseases

Content

There are several ways to prevent illness and disease from spreading. One way is to practice good, healthy behaviors. Another method is through the use of immunizations. Immunizations are one of the main reasons why many childhood diseases are no longer prevalent. A third method is for a sick person to stay at home to prevent transmission of germs to individuals outside the family. (There is no medical evidence to suggest that AIDS is transmitted through casual contact. There is usually no reason for the infected individual to stay home and avoid crowds.) Still another method is for the person to visit a doctor when sick.

4. Describe ways to improve our well-being

Content

We should be concerned about the level of our physical, emotional, and social health. Each aspect of our health should be given equal attention. The three components affect and interact with each other at all times. We should try to recognize the many ways that we can improve our overall health.

Third to Fifth Grade

Concept

- A. Sickness and disease are caused by a variety of agents

Objectives

1. Differentiate between a communicable and noncommunicable disease

Content

Diseases can be classified into two major groups, communicable and noncommunicable. Communicable diseases can be spread from person to person. They are predominately caused by microscopic viruses and bacteria. Some communicable diseases include colds, flus, measles, mumps, chicken pox, strep throat, and AIDS. AIDS is a communicable disease that is very hard to get, and there is no medical evidence to suggest that AIDS is transmitted through casual contact.

Noncommunicable diseases are not infectious and cannot be spread from person to person. Noncommunicable diseases may be called lifestyle diseases because a person's health behaviors often determine if a disease will develop. Some noncommunicable diseases include heart disease, cancer, and diabetes mellitus.

2. Cite common disease producing agents

Content

Agents which produce disease include viruses, bacteria, fungi, and parasites. These only cause communicable diseases and are microscopic in size. Common communicable diseases include colds, flu, measles, mumps, chicken pox, strep throat, and AIDS. It is also possible for some people to be infected by these agents and not have any signs or symptoms of disease. There is no medical evidence to suggest that AIDS is transmitted through casual contact.

AIDS (an abbreviation for Acquired Immune Deficiency Syndrome) is caused by a virus which weakens the ability of infected individuals to guard against infection.

3. Describe common methods of disease transmission

Content

In order for a communicable disease to spread, the agent must be transmitted to another individual. This transmission can occur either directly or indirectly. Direct transmission involves contact with the body fluid of another person. Indirect transmission occurs when something else carries the agent, e.g., insects, food, contaminated water, or water droplets.

AIDS is caused by a virus that is very hard to contract. The disease is transmitted directly from one individual to another in only four ways:

- a. sexual contact with an infected person
- b. using needles and other injection equipment that an infected person has used
- c. a mother infecting her infant before or during birth
- d. being transfused with blood infected with the AIDS virus

There have been a small number of cases where doctors, nurses, and other medical personnel have been infected when they were directly exposed to infected blood.

4. Explain how infections can spread through the body

Content

Once disease agents such as viruses and bacteria enter the body, they typically are carried by the blood throughout the body. Each agent may then attack a certain site or organ. It may take some time before the actual infection becomes noticeable. This is called the latency period.

AIDS is an example of a disease for which there is a latency period after the initial time of infection. It sometimes is several years after the initial infection of the AIDS virus that symptoms of the disease first appear. This means that people who are infected with the virus can infect other people, even though they do not look or feel sick. Currently 1 to 1.5 million Americans are infected with the AIDS virus and consequently are capable of infecting others. People who are infected with the AIDS virus live in every state in the United States and in most other countries of the world. Infected people live in cities as well as in suburbs, small towns, and rural areas. Although most infected people are adults, teenagers also can become infected. Females as well as males are infected. People of every race, including caucasians, blacks, Hispanics, Native Americans, and Asian/Pacific islanders, are infected with the AIDS virus (HIV Survey, Centers for Disease Control, February, 1989).

Concept

B. Personal lifestyle influences the disease process

Objectives

1. Describe the cycle of infection

Content

The cycle of infection starts with an agent surviving in a reservoir, such as the human body, animals, soil, air, food, and water. The agent leaves the reservoir through a point of exit, such as the mouth, nose, anus, genitals, or break in the skin, and is transmitted to a susceptible host through a point of entry (usually similar to the point of exit in the old host). The cycle is then repeated.

2. Describe the concept of unhealthy behavior

Content

Unhealthy behaviors lower, or put us at risk for lowering, our health status.

3. Cite several unhealthy behaviors and their relationship to sickness and disease

Content

Unhealthy behaviors lower the body's ability to maintain a good level of health. These types of behaviors may include:

- a. not getting enough sleep or rest
- b. eating foods low in nutritional value
- c. not getting adequate exercise
- d. using illegal intravenous drugs (Surgeon General stated in 1986 that using needles contaminated with the AIDS virus spreads the disease)

Concept

- C. There are ways to minimize the impact of illness and disease and to promote good health

Objectives

1. Identify healthy behaviors

Content

Healthy behaviors contribute to maintaining or raising the level of wellness. Healthy behaviors may include:

- a. eating a proper amount of nutritious foods
- b. communicating and sharing with families and others
- c. getting an adequate level of exercise

2. Suggest ways to minimize exposure to and reduce chances of infection

Content

Most illnesses and diseases can be prevented by practicing healthy behaviors. In reference to AIDS, several behaviors will reduce the risk of infection. They include:

- a. abstaining from the use of illegal intravenous drugs (Surgeon General stated in 1986 that using needles contaminated with the AIDS virus spreads the disease)
- b. abstaining from sexual activity until in the context of a monogamous relationship

3. Develop a plan for staying healthy

Content

We can minimize the risk of becoming ill by evaluating current health behaviors and developing a plan for improving these behaviors. The healthier the behaviors practiced, the better our chances of staying healthy and avoiding illness.

4. Recognize the psychosocial impact of illness and disease

Content

When we become ill or develop a disease, emotional and social health often will decrease. Physical symptoms of illness may often lower our self-concept and desire to interact with family and others.

100

Sixth to Eighth Grade

Concept

- A. Sexually transmitted diseases (STDs), including AIDS, have certain recognizable characteristics and causes

Objectives

1. Distinguish among the types of infectious agents

Content

Sexually transmitted diseases, including AIDS, are caused by several different types of infectious agents, including bacteria, viruses, fungi, and protozoa, as well as noninfectious agents such as small insects or invertebrates.

2. Describe how the different infectious agents attack the body

Content

The infectious agents responsible for the transmission of sexually transmitted diseases all affect the body differently. These agents affect the body in mainly two ways. First, the agent may produce toxins which are harmful to the normal functioning of the cells. Second, body cells may actually be destroyed. Small insects also may cause disease by burrowing into tissues. They cause pain while interfering with the normal functioning of the tissues.

3. Define the terms: Acquired Immune Deficiency Syndrome (AIDS), Chlamydia, Herpes, Gonorrhea, and Syphilis

Content

- a. Acquired Immune Deficiency Syndrome - a disease caused by a virus that destroys the body's immune system and is frequently fatal; currently there is no cure
 - b. Chlamydia - the most prevalent STD; caused by a bacteria that leads to infection in the genital or urinary area
 - c. Genital herpes - an STD caused by a virus that leads to the recurrence of sores and pain within the genital area
 - d. Gonorrhea - one the most common STDs; caused by a bacteria that is easily treated; may be asymptomatic or may produce pain or discharge from the penis or vagina
 - e. Syphilis - a bacteria-caused STD that is most often diagnosed by the appearance of a pimple-like sore (chancre) on the genitals
4. Describe the AIDS virus (HIV) action on the immune system

Content

AIDS is caused by the Human Immunodeficiency Virus (HIV). The HIV acts by disrupting the normal functioning of the immune system. The HIV invades and neutralizes the T4 cell of the immune system. The function of the T4 cell is to identify foreign antigens in the bloodstream. Upon identification, these foreign antigens are destroyed by attack B cells. The HIV does not allow the T4 cells to identify the foreign antigens, and thus the B cells do not attack. The foreign antigens can run rampant in the body and may eventually lead to an opportunistic disease. Opportunistic diseases are those which take advantage of the body when the immune system can no longer provide protection.

Concept

B. Transmission of STDs, including AIDS, conforms to recognizable patterns

Objectives

1. Explain how STDs and AIDS are transmitted

Content

The agents that cause STDs are found in mucous membranes or body fluids of an infected person. Transmission may occur when the mucous membrane or body fluid of an infected person comes in contact with a mucous membrane, body fluid, or break in the skin of an uninfected person. This can occur during sexual activity by skin-to-skin touching or direct contact with the body fluid of an infected person.

Medical evidence indicates that HIV can only be transmitted in the following four manners:

- a. sexual contact with an infected person (for complete information, see Surgeon General's Report on AIDS, 1986)
 - b. using needles or other injection equipment which an infected person has used
 - c. a mother infecting her infant before or during birth
 - d. being transfused with blood infected with the AIDS virus
2. Explain how STDs and AIDS are not transmitted

Content

There is no medical evidence to indicate that AIDS is transmitted through casual contact. STDs, including AIDS, cannot be transmitted through casual contact. STDs cannot be transmitted through inanimate objects such as toilet seats, drinking glasses, or towels. AIDS specifically cannot occur through casual contact. There have been no reported cases where transmission has occurred through hugging, kissing, shaking hands, or bites of insects such as mosquitoes. Also, AIDS cannot be transmitted by donating blood (Surgeon General's Report on AIDS, 1986).

3. Identify high risk behaviors

Content

There are two specific behaviors which can put us at an increased risk for contracting an STD, including AIDS. These behaviors are:

- a. sexual contact with an infected person, resulting in the exchange of body fluids (i.e., semen, vaginal secretions, blood)
 - b. any use of illegal intravenous drugs (Surgeon General stated in 1986 that using needles contaminated with the AIDS virus spreads the disease)
4. Explain the relationship of drug use and its contribution to the contraction of HIV and other STDs

Content

The use of drugs contributes to the transmission of HIV and STDs in two ways. First, the use and abuse of drugs may lower the immune system to the point where a person is at an increased risk for contracting AIDS. Second, a person is at high risk for contracting HIV if he/she injects drugs, or uses needles or injection equipment which contains infected blood.

Concept

C. There are ways to prevent STDs, including AIDS

Objectives

1. Cite reasons why it is important to know about STDs and AIDS

Content

The main reason for becoming knowledgeable about STDs and AIDS is prevention. The more we know about the diseases, the better we will be able to practice healthy, low-risk behaviors which will prevent contracting any STD, including AIDS.

2. Identify behaviors which will minimize and prevent the transmission of STDs and AIDS

Content

There are certain positive health behaviors we can practice to minimize the risk of contracting an STD, including AIDS. The following behaviors are the most effective:

- a. abstaining from sexual activity
- b. refraining from the use of illegal intravenous drugs

Medical evidence indicates that students put themselves at significant risk by participating in the following sexual behaviors or illicit drug activities:

- a. having sexual activity outside the context of a mutually faithful (at least five years), monogamous relationship (i.e., marriage)
- b. having sexual activity with several partners
- c. engaging in sexual activity without the protection of a condom and non-oxinol 9 spermicidal jelly
- d. using needles and other drug injection equipment
- e. participating in homosexual activities
(Surgeon General's Report on AIDS, 1986)

For young people who have engaged in sexual activity or who have injected drugs, school programs should enable and encourage them to:

- a. stop engaging in sexual activity and begin practicing premarital abstinence
- b. stop using illegal intravenous drugs

3. Explore personal feelings and attitudes about AIDS and other STDs

Content

We should become aware of the physical, emotional, and social effects that STDs and AIDS have had on individuals and society. This investigation will provide us the opportunity to explore our own thoughts and feelings.

Ninth to Twelfth Grades

Concept

- A. Sexually transmitted diseases (STDs), including AIDS, have certain recognizable characteristics and causes

Objectives

1. Distinguish among the types of infectious agents

Content

Sexually transmitted diseases, including AIDS, are caused by several different types of infectious agents including bacteria, viruses, fungi, and protozoa, as well as noninfectious agents such as small insects or invertebrates.

2. Define the terms: Acquired Immune Deficiency Syndrome (AIDS), Chlamydia, Herpes, Gonorrhea, and Syphilis

Content

- a. Acquired Immune Deficiency Syndrome - a disease caused by a virus that destroys the body's immune system and is frequently fatal; currently there is no cure
- b. Chlamydia - the most prevalent STD; caused by a bacteria that leads to infection in the genital or urinary area
- c. Genital herpes - an STD caused by a virus that leads to the recurrence of sores and pain within the genital area
- d. Gonorrhea - one the most common STDs; caused by a bacteria that is easily treated; may be asymptomatic or may produce pain or discharge from the penis or vagina
- e. Syphilis - a bacteria-caused STD that is most often diagnosed by the appearance of a pimple-like sore (chancre) on the genitals

3. Describe the history of STDs and AIDS nationally and worldwide

Content

Sexually transmitted diseases have been identified in civilizations throughout history. STDs have infected numerous kings, emperors, and political leaders throughout the centuries. A partial listing of these individuals include Charlemagne (742 - 814), Henry VIII of England (1491 - 1547), Napoleon Bonapart (1760 - 1821), Columbus (1460 - 1514), and Adolf Hitler (1889 - 1945).

Modern history has demonstrated several significant world events that have influenced the spread of STDs. Some of the most notable include the social hygiene movement of the nineteenth century, World War I, World War II, and the advent of penicillin. Modern history has also seen the onset of Herpes Simplex Type II and the Human Immunodeficiency Virus.

4. Explain how the AIDS virus (HIV) acts on the immune system

Content

AIDS is caused by the Human Immunodeficiency Virus (HIV). The HIV acts by disrupting the normal functioning of the immune system. The HIV invades and neutralizes the T4 cell of the immune system. The function of the T4 cell is to identify foreign antigens in the bloodstream. Upon identification, foreign antigens are destroyed by attack B cells. The HIV does not allow the T4 cells to identify the foreign antigens, and thus the B cells do not attack. The foreign antigens can run rampant in the body and may eventually lead to an opportunistic disease.

Concept

- B. Transmission of STDs, including AIDS, conforms to recognizable patterns with clear symptoms for each disease

Objectives

1. Explain AIDS and other STDs in terms of sexual and nonsexual transmission

Content

Most STDs are transmitted sexually. Transmission can occur when the mucous membrane (i.e., vagina, urethra in the penis, anus, mouth, nose) or body fluid (i.e., sperm, vaginal discharge) of an infected person comes into contact with a mucous membrane or body fluid of an uninfected person. This happens primarily through sexual contact.

Nonsexual transmission applies primarily to the transmission of the HIV. However, two methods of nonsexual transmission can occur with AIDS. The first method is that of transmission through the use of contaminated needles or injection equipment for drug use. These needles and injection equipment may contain contaminated blood. The second method occurs by perinatal transmission from an infected mother to her infant before or during childbirth.

2. List several ways that STDs and AIDS are not transmitted

Content

There is no medical evidence to suggest that AIDS is transmitted through casual contact. STDs, including AIDS, cannot be transmitted through inanimate objects such as toilet seats, drinking glasses, or towels. AIDS, specifically, cannot occur through casual contact. There have been no reported cases where transmission has occurred through hugging, kissing, shaking hands, or bites of insects such as mosquitoes. Also, AIDS cannot be transmitted by donating blood.

3. Describes the range of symptomatic and asymptomatic STD and HIV infection

Content

It is very common for an infected person to not evidence any symptoms of infection. This is called being asymptomatic. Some STDs demonstrate higher levels of asymptomatic conditions. Individuals who are infected with HIV may also prove to be asymptomatic. In most cases symptoms will not occur for several years. It is significant, however, that even though a person may be asymptomatic, he/she may still infect others.

4. Identify the methods of testing for HIV and other STDs

Content

STDs can be detected and diagnosed by tests conducted by medical authorities. These tests are most often performed at local health departments. Tests for each STD may vary.

The presence of the HIV can be detected through the use of two tests. These tests do not actually detect HIV, but detect the antibodies the body produces with the presence of the HIV. These tests are called the "ELISA" and "Western Blot."

5. Explain the role of opportunistic indicative diseases in diagnosing AIDS

Content

An individual who is infected with the HIV is not considered to have AIDS until certain conditions occur. Before a person is diagnosed as having AIDS, an opportunistic indicative disease must be diagnosed. The two most common opportunistic indicative diseases are Kaposi's Sarcoma and Pneumocystic Carinii Pneumonia. These diseases develop as a result of a lowered resistance in the immune system and will almost always lead to death.

6. Explain the current medical treatment for and research about AIDS and other STDs

Content

The serious illnesses associated with AIDS are treated in different ways: Kaposi's Sarcoma is something like a cancer and can be treated with chemotherapy; Pneumocystis pneumonia -- the most common manifestation of AIDS -- is treated with antibiotics such as pentamidine or trimethoprim/sulfa. None of these medicines attacks HIV itself; they only help the patient to recover from the specific opportunistic illnesses. Researchers are discovering and testing more such medicines all the time.

One medication has been approved by the FDA to combat HIV itself; that medicine is called zidovdine, or "AZT." It has been shown to be very effective in slowing down HIV, relieving symptoms, and prolonging life in persons with AIDS or other advanced HIV infections. AZT is not a cure for AIDS.

Persons with AIDS are still expected to die because of their illnesses. Persons with AIDS have many needs. They are frequently hospitalized and are often too weak to care for themselves at home. Many times, however, they can do well at home if someone is there to assist them. Towards the final stage of the disease, persons with AIDS need more intense care and often are in severe pain. As with any person who is dying, the AIDS patient needs much family and social support.

STDs can also be treated. Bacterial STDs (such as syphilis and gonorrhea) are treated with antibiotics. Cure is almost certain if the medications are taken properly. However, being cured of these conditions does not keep a person from getting the disease again. Herpes genital warts, though usually not fatal, can be very uncomfortable and cannot be cured quickly and easily like bacterial STDs. Recurrences are very common, and medications generally relieve the symptoms only partially. These conditions are becoming very common in the sexually active population (Centers for Disease Control, 1987).

Concept

- C. STDs and AIDS may be prevented, and there are measures to limit their spread

Objectives

1. Cite reasons why it is important to know about STDs and AIDS.

Content

The main reason for becoming knowledgeable about STDs and AIDS is prevention. The more we know about the diseases, the better we will be able to practice healthy, low-risk behaviors which will prevent contracting any STD, including AIDS.

2. Discuss healthy behaviors that prevent the spread of AIDS and other STDs, especially abstinence from sex and drugs

Content

There are certain positive health behaviors which we can practice to minimize the risk of contracting an STD, including AIDS. The following are the only behaviors that offer 100% protection:

- a. abstaining from sexual activity
- b. refraining from the use of illegal intravenous drugs (Surgeon General stated in 1986 that using needles contaminated with the AIDS virus spreads the disease)

Medical evidence indicates that students put themselves at significant risk by participating in the following sexual behaviors or illicit drug activities:

- a. having sexual activity outside the context of a mutually faithful (at least five years), monogamous relationship (i.e., marriage)
- b. having sexual activity with several partners
- c. engaging in sexual activity without the protection of a condom and non-oxinol 9 spermicidal jelly
- d. using needles and other drug injection equipment
- e. participating in homosexual activities (Surgeon General's Report on AIDS, 1986)

For young people who have engaged in sexual activity or who have injected drugs, school programs should enable and encourage them to:

- a. stop engaging in sexual activity and begin practicing premarital abstinence
- b. stop using illegal intravenous drugs

3. Identify reliable support resources in the community for the individual with AIDS or STDs

Content

There are many local, state, and national resources available to anyone interested in learning more about AIDS. Many resources also exist for helping individuals who might be HIV-infected or have AIDS.

4. Explain the economic, political, and social impact of AIDS and other STDs

Content

STDs, including AIDS, have had a tremendous impact on the state, the nation, and the world. The economic, political, and social impacts are just now being realized. Economically, the costs of providing health care, research, and testing continue to increase. Politically, many government leaders are uncomfortable in discussing AIDS and the issues surrounding this disease. Socially, individuals are being labeled, stereotyped, and discriminated against.

PERSONAL SAFETY AND FAMILY VIOLENCE PREVENTION

Kindergarten - Grade 2 Grades 3-5

I. Basic Personal Safety

Concept

- A. Basic information we should know for our own protection includes safety precautions to be followed in our homes, schools, and communities, and how, when, and where to get help should we need it

Objectives

1. Recognize and recite important personal information, and know when it is appropriate to share this information

Content

We should know the following information:

- a. our names and addresses, the names of parents/guardians, telephone numbers, and directions to our homes from key points (e.g., school)
 - b. emergency telephone numbers and how to use telephones in emergency situations
 - c. times when it is appropriate (safe) or inappropriate (unsafe) to share personal information
2. List basic safety steps to follow in unsafe or emergency situations

Content

We should have an awareness of the following:

- a. basic safety precautions (e.g., fire, poison, water/swimming)
 - b. how to avoid becoming lost, and what to do if we are lost in a crowd or separated from our families or groups
 - c. what to do in case of a fire, tornado, or earthquake
3. Identify transportation-related safety steps to follow

Content

We should know the following information:

- a. basic traffic signs and symbols
- b. safe and unsafe practices when walking, riding bicycles, playing near the street, or riding in a car
- c. safe and unsafe practices when using school and community transportation (e.g., buses)
- d. the consequences of safe and unsafe transportation practices

4. Recognize safe and unsafe situations and/or places in the community, and know how to get help if it is ever needed

Content

We should have an awareness of the following:

- a. the nature and extent of the problems related to missing and exploited children (e.g., runaways, parental and stranger abductions)
- b. how to discriminate between safe and unsafe situations and/or places
- c. how to identify safe place symbols and locations in the community
- d. how to get help if it is ever needed (e.g., people, places)
- e. how the legal system works to protect children in unsafe situations
- f. how to recognize strategies for risk reduction

II. Personal Safety: Sexual Abuse

Concept

- A. The risk of sexual abuse can be reduced and some cases prevented by increasing our knowledge and awareness of its existence, and by knowing protection strategies and where to turn for help

Objectives

1. Recognize and discriminate between private and non-private body parts

Content

We should be able to identify private and non-private body parts. We need to determine when it is appropriate to reveal private body parts (e.g., during a physical examination by a doctor), and how to discriminate between "necessary" touches (e.g., getting assistance in bathing), "good" touches (e.g., caring hugs), and "bad" touches (e.g., fondling of private parts). If a situation involving appropriate or necessary touches proves to be uncomfortable ("uh-oh feeling"), we should talk about it with an adult we trust.

2. Understand that we can and should make decisions about being touched

Content

We have the right to make decisions about being touched. We need to know we can say "no" and feel "ok" (guilt-free) about our actions. We should know how to recognize and respond to inappropriate advances.

3. Identify feelings and learn how to use them to protect ourselves

Content

We should have an awareness of a variety of feelings and be able to name them. Additionally, we should have an awareness of how it feels when something is uncomfortable or not right ("uh-oh feeling"), and know how to use this feeling as a signal for using protective behaviors/strategies.

4. Distinguish between "good" touches and "bad" touches, and know how to respond appropriately

Content

We should have a clear understanding of the following:

- a. what constitutes "good" (appropriate) or "bad" (inappropriate) touches and interactions
 - b. "bad" touches/sexual abuse can cause feelings of guilt and/or loss of self-esteem
 - c. how to distinguish between "good" secrets children can keep and "bad" secrets children should tell
 - d. how to identify appropriate responses and protective strategies to inappropriate behavior
 - e. procedures and positive reasons for reporting these incidents (e.g., sexual advances, abuse)
 - f. possible outcomes after reporting abuse (e.g., a social worker will talk with children and significant others while assuring their safety)
 - g. some of the behavioral/emotional consequences of sexual abuse
5. Recognize when someone may be trying to misuse us by taking photographs of us in various stages of undress

Content

We should be able to determine situations when someone may be misusing us by taking pictures of us in various stages of undress. We need to know about "lures" (e.g., "I'll make you a star") and good/bad secrets.

6. Recognize that laws can protect children from sexual abuse by anyone (e.g., family members, acquaintances, strangers)

Content

Laws do exist to protect children who are victims of sexual abuse and to prosecute offenders so that they will be less likely to abuse again. There are community resources for support and treatment services.

7. Identify and describe the roles of "helping" people and community resources

Content

We should be able to describe the roles of school "helpers" (e.g., teachers, counselors, principals) and community "helpers" (e.g., social workers, police officers, nurses, doctors, clergy). We should also be able to name some basic community services, tell what they do, and know how to reach them.

III. Family Violence Prevention

Concept

- A. Awareness of appropriate and inappropriate behaviors in relationships (e.g., with family, friends, or classmates) can enhance coping abilities in situations involving different forms of stress in relationships

Objectives

1. Recognize that each person has basic physical and emotional needs, and identify ways we meet these needs in families and friendships

Content

Each person has basic physical needs (e.g., air, food, water) and emotional needs (e.g., love, security, care, acceptance, understanding). We need to recognize these needs and identify ways these needs are met in relationships with family, friends, or classmates.

2. Recognize appropriate and inappropriate treatment and care by family members and friends

Content

We should be able to discriminate between appropriate and inappropriate behaviors among family members and friends (e.g., sharing vs. possessiveness, discussing vs. fighting, helping vs. hurting).

3. Recognize problems that may occur in relationships, and identify positive ways to resolve them

Content

We should be able to:

- a. identify feeling and behaviors that can cause problems in relationships
- b. recognize various things that can make different people feel angry or hurt
- c. examine causes of anger/hurt and positive ways we might deal with these feelings
- d. recognize consequences of inappropriate behaviors (e.g., hitting, name calling, threats) in relationships

- e. identify appropriate responses and protective strategies for inappropriate behavior
- f. recognize unsafe behaviors (abuse) and the procedures and positive reasons for telling helping people about these incidents
- g. understand the possible outcomes of telling others about incidents

4. Recognize that laws can protect children and adults from abuse

Content

Laws do exist to protect children and adults who are victims of abuse and to prosecute offenders so that they will be less likely to abuse again. There are community resources for support and treatment services.

5. Identify and describe the roles of "helping" people and community resources

Content

We should be able to describe the roles of school "helpers" (e.g., teachers, counselors, principals) and community "helpers" (e.g., social workers, police officers, nurses, doctors, clergy). We should also be able to name some community resources, tell what they do, and know how to reach them.

Grades 6-7
Grade 8

I. Basic Personal Safety

Concept

- A. Basic information we should know for our own protection includes safety precautions to be followed in our homes, schools, and communities, and how, when, and where to get help should we need it

Objectives

1. Recognize and recite important personal information, and know when it is appropriate to share this information

Content

We should know the following information:

- a. pertinent personal information
- b. emergency telephone numbers and how to use telephones in emergency situations
- c. times when it is appropriate (safe) or inappropriate (unsafe) to share personal information

2. List basic safety steps to follow in unsafe or emergency situations

Content

We should have an awareness of the following:

- a. basic safety precautions (e.g., fire, poison, water/swimming)
- b. how to avoid becoming lost, and what to do if we are lost in a crowd or separated from our families or groups
- c. what to do in case of a fire, tornado, or earthquake

3. Identify transportation-related safety steps to follow

Content

We should know the following information:

- a. basic traffic signs and symbols
- b. safe and unsafe practices when walking, riding bicycles, playing near the street, or riding in a car
- c. safe and unsafe practices when using school and community transportation (e.g., buses)
- d. the consequences of safe and unsafe transportation practices

4. Recognize safe and unsafe situations and/or places in the community, and know how to get help if it is ever needed

Content

We should have an awareness of the following:

- a. the nature and extent of the problems related to missing and exploited children (e.g., runaways, parental and stranger abductions)

- b. how to discriminate between safe and unsafe situations and/or places
- c. how to identify safe place symbols and locations in the community
- d. how to get help if it is ever needed (e.g., people, places)
- e. how the legal system works to protect children in unsafe situations
- f. how to recognize strategies for risk reduction

II. Personal Safety: Sexual Abuse

Concept

- A. The risk of sexual abuse can be reduced and some cases prevented by increasing our knowledge and awareness of its existence, and by knowing protection strategies and where to turn for help

Objectives

- 1. Recognize and discriminate between private and non-private body parts

Content

We should be able to identify private and non-private body parts. We need to determine when it is appropriate to reveal private body parts (e.g., during a physical examination by a doctor), and how to discriminate between "necessary" touches (e.g., getting assistance in bathing), "good" touches (e.g., caring hugs), and "bad" touches (e.g., fondling of private parts). If a situation involving appropriate or necessary touches proves to be uncomfortable ("uh-oh feeling"), we should talk about it with an adult we trust.

- 2. Understand that we can and should make decisions about being touched

Content

We have the right to make decisions about being touched. We need to know we can say "no" and feel "ok" (guilt-free) about our actions. We should know how to recognize and respond to inappropriate advances.

- 3. Identify some of the consequences of sexual abuse and exploitation

Content

We should recognize feelings and behaviors that may be present as a result of sexual abuse and exploitation (e.g., change in self-esteem, guilt, fear, mistrust, running away, sleeping problems, nightmares, learning problems, substance abuse).

4. Identify feelings and learn how to use them to protect ourselves

Content

We should have an awareness of a variety of feelings and be able to name them. Additionally, we should have an awareness of how it feels when something is uncomfortable or not right ("uh-oh feeling"), and know how to use this feeling as a signal for using protective behaviors/strategies.

5. Distinguish between "good" touches and "bad" touches, and know how to respond appropriately

Content

Children should have a clear understanding of the following:

- a. what constitutes "good" (appropriate) or "bad" (inappropriate) touches and interactions
 - b. "bad" touches/sexual abuse can cause feelings of guilt and/or loss of self-esteem
 - c. how to distinguish between "good" secrets children can keep and "bad" secrets children should tell
 - d. how to identify appropriate responses and protective strategies to inappropriate behavior
 - e. procedures and positive reasons for reporting these incidents (e.g., sexual advances, abuse)
 - f. possible outcomes after reporting abuse (e.g., a social worker will talk with children and significant others while assuring their safety)
 - g. some of the behavioral/emotional consequences of sexual abuse
6. Recognize when someone may be trying to misuse us by taking photographs of us in various stages of undress

Content

We should be able to determine situations when someone may be misusing us by taking pictures of us in various stages of undress. We need to know about "lures" (e.g., "I'll make you a star") and good/bad secrets.

7. Understand that laws and services protect children and adults from sexual abuse and exploitation

Content

We should:

- a. know that laws exist for the purpose of protecting children and adults from sexual abuse and exploitation
- b. have a working vocabulary of legal terms related to sexual abuse and exploitation
- c. understand how the legal system (criminal and civil) works to protect victims of sexual abuse and exploitation
- d. know the purpose and procedures for reporting known or suspected incidents of sexual abuse and exploitation to the Department for Social Services or other "helpers"

- e. know the importance of early intervention
 - f. know protective measures which are alternatives to the legal system
 - g. know how to identify "helping" people and community resources available to individuals and families when sexual abuse and exploitation are problems
8. Identify and describe the roles of "helping" people and community resources

Content

We should be able to describe the roles of school "helpers" (e.g., teachers, counselors, principals) and community "helpers" (e.g., social workers, police officers, nurses, doctors, clergy). We should also be able to name some basic community services, tell what they do, and know how to reach them.

9. Identify why abuse incidents should be reported and what happens when disclosure is made

Content

We should know that:

- a. there are procedures/positive reasons for reporting these incidents
- b. treatment of the offender may be an alternative to legal action or may be made an order of the court
- c. treatment can be made available to the victim and the victim's family

III. Family Violence Prevention

Concept

- A. Awareness of appropriate and inappropriate behaviors in relationships (e.g., with family, friends, classmates) can enhance coping abilities in situations involving different forms of stress in relationships; information and learning activities can also help reduce the risk and possibly prevent abuse in relationships

Objectives

1. Recognize that each person has basic physical and emotional needs, and identify ways we meet these needs in families and friendships

Content

Each person has basic physical needs (e.g., air, food, water) and emotional needs (e.g., love, security, care, acceptance, understanding). We need to recognize these needs and identify ways these needs are met in relationships with family, friends, or classmates.

2. Recognize appropriate and inappropriate treatment and care by family members and friends

Content

We should be able to discriminate between appropriate and inappropriate behaviors among family members and friends (e.g., sharing vs. possessiveness, discussing vs. fighting, helping vs. hurting).

3. Recognize problems that may occur in relationships, and identify positive ways to resolve them

Content

We should be able to:

- a. identify feelings and behaviors that can cause problems in relationships
 - b. recognize various things that can make different people feel angry or hurt
 - c. examine causes of anger/hurt and positive ways we might deal with these feelings
 - d. recognize consequences of inappropriate behaviors (e.g., hitting, name calling, threats) in relationships
 - e. identify appropriate responses and protective strategies for inappropriate behavior
 - f. recognize unsafe behaviors (abuse), and the procedures and positive reasons for telling helping people about these incidents
 - g. know possible outcomes of telling others about incidents
4. Recognize the dynamics of abusive situations/relationships

Content

We should have an awareness of the following:

- a. types and causes of abusive behavior
 - b. myths vs. facts (e.g., role of alcohol/drugs)
 - c. rationales/excuses given for abusive behavior
 - d. basic concepts (e.g., cycle of abuse, learned helplessness)
 - e. characteristics of abuser/victim
 - f. major types or categories of abusive relationships (e.g., child, spouse, dating, elder)
 - g. short- and long-range consequences (physical, emotional, educational, social) of abuse and abusive relationships
 - h. protective (i.e., appropriate responses) and preventive strategies
5. Recognize the dynamics of abuse/sexual assault in dating relationships

Content

We should know:

- a. the nature and extent of the problem of dating violence
- b. types and causes of abusive behavior
- c. myths vs. facts (e.g., role of alcohol/drugs)
- d. rationales/excuses given for abusive behavior
- e. basic concepts (e.g., cycle of abuse, learned helplessness)
- f. characteristics of abuser/victim

- g. short- and long-range consequences (physical, emotional, educational, social) of abuse and abusive relationships
 - h. how the legal system works to protect victims and sanction offenders
 - i. protection and prevention strategies
 - j. possible outcomes after reporting abuse (e.g., the social worker will talk with us and significant others while ensuring our safety)
6. Understand that laws and services protect children and adults from sexual abuse and exploitation

Content

We should:

- a. know that laws exist for the purpose of protecting children and adults from sexual abuse and exploitation
 - b. have a working vocabulary of legal terms related to sexual abuse and exploitation
 - c. understand how the legal system (criminal and civil) works to protect victims of sexual abuse and exploitation
 - d. know the purpose and procedures for reporting known or suspected incidents of sexual abuse and exploitation to the Department for Social Services or other "helpers"
 - e. know the importance of early intervention
 - f. know protective measures which are alternates to the legal system
 - g. know how to identify "helping" people and community resources available to individuals and families when sexual abuse and exploitation are problems
7. Identify and describe the roles of "helping" people and community resources

Content

We should be able to describe the roles of school "helpers" (e.g., teachers, counselors, principals) and community "helpers" (e.g., social workers, police officers, nurses, doctors, clergy). We should also be able to name some basic community services, tell what they do, and know how to reach them.

Grades 9-12

I. Basic Personal Safety

Concept

- A. Basic information we should know for our own protection includes safety precautions to be followed in our homes, schools, and communities, and how, when, and where to get help should we need it

Objectives

1. Know pertinent personal information and when it is appropriate to share this information

Content

We should know:

- a. pertinent personal information
 - b. emergency and "help line" telephone numbers, and how/when to use them
 - c. when it is appropriate (safe) or inappropriate (unsafe) to share personal information
2. Identify transportation-related safety steps to follow

Content

We should know:

- a. basic traffic signs and symbols
 - b. safe and unsafe practices when walking, riding bicycles, or riding in a car
 - c. safe and unsafe practices when using school and community transportation (e.g., buses)
 - d. the consequences of safe and unsafe transportation practices
 - e. the consequences of using alcohol/drugs while using recreational equipment or cars/vehicles
3. List basic safety steps to follow in unsafe or emergency situations

Content

We should have an awareness of the following:

- a. basic safety precautions (e.g., fire, poison, water/swimming)
 - b. what to do in case of a fire, tornado, or earthquake
4. Recognize safe and unsafe situations and/or places in the community, and know how to get help if it is ever needed

Content

We should have an awareness of the following:

- a. the nature and extent of the problems related to missing and exploited children (e.g., runaways, parental and stranger abductions)
- b. how to discriminate between safe and unsafe situations and/or places

- c. how to identify safe place symbols and locations in the community
- d. how to get help if it is ever needed (e.g., people, places)
- e. how the legal system works to protect children in unsafe situations
- f. how to recognize strategies for risk reduction

II. Personal Safety: Sexual Abuse

Concept

- A. The risk of sexual abuse can be reduced and some cases prevented by increasing our knowledge and awareness of its existence, and by knowing protection strategies and where to turn for help

Objectives

- 1. Understand that we can and should make decisions about being touched

Content

We have the right to make decisions about being touched. We need to know we can say "no" and feel "ok" (guilt-free) about our actions. We should know how to recognize and respond to inappropriate advances.

- 2. Identify some of the consequences of sexual abuse and exploitation

Content

We should recognize feelings and behaviors that may be present as a result of sexual abuse and exploitation (e.g., change in self-esteem, guilt, fear, mistrust, running away, sleeping problems, nightmares, learning problems, substance abuse).

- 3. Identify feelings and learn how to use them to protect ourselves

Content

We should have an awareness of a variety of feelings and be able to name them. Additionally, we should have an awareness of how it feels when something is uncomfortable or not right ("uh-oh feeling"), and know how to use this feeling as a signal for using protective behaviors/strategies.

- 4. Distinguish between "good" touches and "bad" touches, and know how to respond appropriately

Content

Children should have a clear understanding of the following:

- a. what constitutes "good" (appropriate) or "bad" (inappropriate) touches and interactions
- b. "bad" touches/sexual abuse can cause feelings of guilt and/or loss of self-esteem
- c. how to distinguish between "good" secrets children can keep and "bad" secrets children should tell

- d. how to identify appropriate responses and protective strategies to inappropriate behavior
 - e. procedures and positive reasons for reporting these incidents (e.g., sexual advances, abuse)
 - f. possible outcomes after reporting abuse (e.g., a social worker will talk with children and significant others while assuring their safety)
 - g. some of the behavioral/emotional consequences of sexual abuse
5. Recognize the dynamics of abuse/sexual assault in dating relationships

Content

We should know:

- a. the nature and extent of the problem of dating violence
 - b. types and causes of abusive behavior
 - c. myths vs. facts (e.g., role of alcohol/drugs)
 - d. rationales/excuses given for abusive behavior
 - e. basic concepts (e.g., cycle of abuse, learned helplessness)
 - f. characteristics of abuser/victim
 - g. short- and long-range consequences (physical, emotional, educational, social) of abuse and abusive relationships
 - h. how the legal system works to protect victims and sanction offenders
 - i. protective and preventive strategies
 - j. possible outcomes after reporting abuse (e.g., the social worker will talk with us and significant others while ensuring our safety)
6. Recognize when someone may be trying to misuse us by taking photographs of us in various stages of undress

Content

We should be able to determine situations when someone may be misusing us by taking pictures of us in various stages of undress. We need to know about "lures" (e.g., "I'll make you a star") and good/bad secrets.

7. Understand that laws and services protect children and adults from sexual abuse and exploitation

Content

We should:

- a. know that laws exist for the purpose of protecting children and adults from sexual abuse and exploitation
- b. have a working vocabulary of legal terms related to sexual abuse and exploitation
- c. understand how the legal system (criminal and civil) works to protect victims of sexual abuse and exploitation

- d. know the purpose and procedures for reporting known or suspected incidents of sexual abuse and exploitation to the Department for Social Services or other "helpers"
 - e. know the importance of early intervention
 - f. know protective measures which are alternates to the legal system
 - g. know how to identify "helping" people and community resources available to individuals and families when sexual abuse and exploitation are problems
8. Identify and describe the roles of "helping" people and community resources

Content

We should be able to describe the roles of school "helpers" (e.g., teachers, counselors, principals) and community "helpers" (e.g., social workers, police officers, nurses, doctors, clergy). We should also be able to name some basic community services, tell what they do, and know how to reach them.

III. Family Violence Prevention

Concept

- A. Awareness of appropriate and inappropriate behaviors in relationships (e.g., with family, friends, classmates) can enhance coping abilities in situations involving different forms of stress in relationships; information and learning activities can also help reduce the risk and possibly prevent abuse in relationships

Objectives

1. Recognize that each person has basic physical and emotional needs, and understand how we meet these needs in families and friendships

Content

Each person has basic physical needs (e.g., air, food, water) and emotional needs (e.g., love, security, care, acceptance, understanding). We need to recognize that these needs are met in relationships with family, friends, classmates, and dating partners.

2. Recognize appropriate and inappropriate treatment and care by family members, friends, dating partners, etc.

Content

We should be able to discriminate between appropriate and inappropriate behaviors among family members, friends, and dating partners (e.g., sharing vs. possessiveness, discussing vs. fighting, helping vs. hurting).

3. Recognize problems that may occur in relationships, and identify positive ways to resolve them

Content

We should be able to:

- a. identify feeling and behaviors that can cause problems in relationships
 - b. recognize various things that can make different people feel angry or hurt
 - c. examine causes of anger/hurt and positive ways we might deal with these feelings
 - d. recognize consequences of inappropriate behaviors (e.g., hitting, name calling, threats) in relationships
 - e. identify appropriate responses and protective strategies for inappropriate behavior
 - f. recognize unsafe behaviors (abuse) and the procedures and positive reasons for telling helping people about these incidents
 - g. understand possible outcomes of telling others about incidents
4. Recognize the dynamics of abusive situations/relationships

Content

We should have an awareness of the following:

- a. types and causes of abusive behavior
 - b. myths vs. facts (e.g., role of alcohol/drugs)
 - c. rationales/excuses given for abusive behavior
 - d. basic concepts (e.g., cycle of abuse, learned helplessness)
 - e. characteristics of abuser/victim
 - f. major types or categories of abusive relationships (e.g., child, spouse, dating, elder)
 - g. short- and long-range consequences (physical, emotional, educational, social) of abuse and abusive relationships
 - h. protective (i.e., appropriate responses) and preventive strategies
5. Recognize the dynamics of abuse/sexual assault in dating relationships

Content

We should know:

- a. the nature and extent of the problem of dating violence
- b. types and causes of abusive behavior
- c. myths vs. facts (e.g., role of alcohol/drugs)
- d. rationales/excuses given for abusive behavior
- e. basic concepts (e.g., cycle of abuse learned helplessness)
- f. characteristics of abuser/victim
- g. short- and long-range consequences (physical, emotional, educational, social) of abuse and abusive relationships
- h. how the legal system works to protect victims and sanction offenders
- i. protective and preventive strategies
- j. possible outcomes after reporting abuse (e.g., the social worker will talk with us and significant others while ensuring our safety)

6. Understand that laws and services protect children and adults from sexual abuse and exploitation

Content

We should:

- a. know that laws exist for the purpose of protecting children and adults from sexual abuse and exploitation
 - b. have a working vocabulary of legal terms related to sexual abuse and exploitation
 - c. understand how the legal system (criminal and civil) works to protect victims of sexual abuse and exploitation
 - d. know the purpose and procedures for reporting known or suspected incidents of sexual abuse and exploitation to the Department for Social Services or other "helpers"
 - e. know the importance of early intervention
 - f. know protective measures which are alternatives to the legal system
 - g. know how to identify "helping" people and community resources available to individuals and families when sexual abuse and exploitation are problems
7. Identify and describe the roles of "helping" people and community resources

Content

We should be able to describe the roles of school "helpers" (e.g., teachers, counselors, principals) and community "helpers" (e.g., social workers, police officers, nurses, doctors, clergy). We should also be able to name some community resources, tell what they do and know how to reach them.

8. Discuss strategies to better reduce the risk or prevent family violence in all its forms (e.g., child abuse, dating violence, spouse abuse, adult/elder abuse) - i.e., education programs and increased community awareness, improved criminal justice system, expanded services, treatment for victims and offenders, training for professionals